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ABSTRACT

This supplement is designed to aid vocational home economics teachers teaching handicapped students in the regular classroom. The first three sections provide background information on legislation affecting teaching of handicapped students in regular classrooms (Public Law 94-142), and definitions of terms associated with these laws; an explanation of the assessment/placement procedure; and information on Individualized Educational Programs (IEPs). The fourth section defines various handicaps and suggests ways teachers can adapt lessons to include students with these handicaps. Handicaps included are mental retardation, hearing impairment, orthopedic handicaps, visual impairment, and learning disabilities. Lists of resources for working with each of these groups also are included. The fifth section provides instructions on completing instructional plans, while the sixth section contains classroom management and teaching strategies. A list of resources and annotated bibliographies also is included. (KC)

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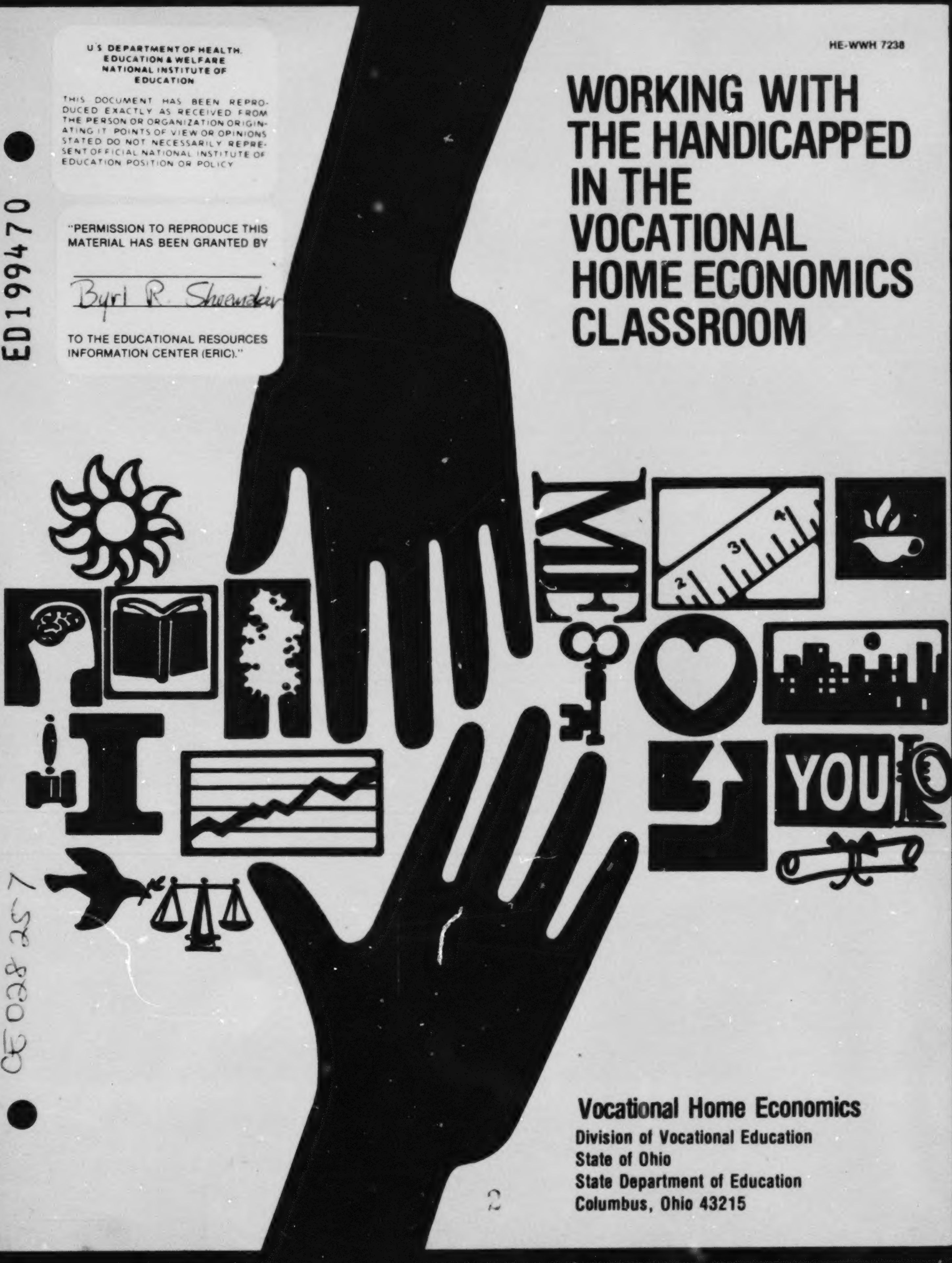

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PREFACE

This supplement Working with the Handicapped in the Vocational Home Economics Classroom is dedicated to Ohio's vocational home economics teachers who are working with handicapped students.

Home economics education is designed to help all students improve the quality of their lives by providing them with the skills and knowledge to help them reach their full potential as individuals, as family members, and as workers on the job. The scope of its offerings is sufficient to provide for a wide range of individual differences. However, recent litigation and legislation has placed an even greater responsibility on the vocational home economics teacher to serve handicapped students within the regular classroom. The individual teacher may feel that her/his educational background and experiences leave her/him ill-prepared to handle this situation. Some teachers will be enthusiastic, some apprehensive, but it is hopeful that all will eventually look forward to this as a new challenge in their teaching career. Evaluation of one's own attitudes and beliefs may be an essential first step. This Guide should be helpful from that point on, but ultimately only the teacher is responsible for student and her/his own growth.

No teaching materials which are prepared for statewide use can meet the unique needs of each individual teacher. Adaptions are expected. This resource can serve as a foundation, but there may be some sections totally inappropriate in some situations.

Many contributions were made to this publication by vocational home economics teachers, workshop leaders, and state staff members who participated in summer workshops held in 1977 and 1978.

In many instances it was not possible to reflect the individual efforts of contributors since materials developed during the workshops were summarized and compiled into notebooks. Care has been exercised to prevent the inclusion of copyrighted materials.

The efforts of all those taking part in the workshops and the assistance of those sharing skills and expertise necessary for the preparation and implementation of workshops and this publication are gratefully acknowledged.

Sincere appreciation is extended to the vocational home economics state staff members - Barbara Whitaker, Dena Vessels, Joanna Kister and Margaret Driver - who were responsible for directing the summer workshops. Helen Snyder, of the state staff, receives special thanks for compiling information from five workshops for publishing a resource which should be helpful to all vocational home economics teachers in Ohio.

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Foreword

The implications of teaching the handicapped within the regular home economics classroom are potentially overwhelming without the benefit of preparation and instruction to aid the classroom teacher in the implementation of this concept. The purpose of this supplement is to give the vocational home economics teacher a basic understanding of Public Law 94-142 dealing with the education of the handicapped, to help the teacher understand the various types of handicaps and the learning problems stemming from these handicaps, to develop instructional and management strategies for working with these learners, and to assist the home economics teacher to work as a member of a team or staff whose efforts are directed toward providing education to the handicapped student in the least restrictive environment.

That which constitutes the least restrictive environment will vary from child to child and from handicap to handicap. Determination of least restrictive environment will be made only after assessment and procedural guidelines have been followed as required in P.L. 94-142. Ultimately, placement in the least restrictive environment may require home instruction or instruction in a hospital or institution for some; while others will need only a few or no special classes and may function in a regular classroom.

This publication will focus on helping the vocational home economics teacher to work with handicapped students for whom the least restrictive environment is the regular vocational home economics classroom. Placement of a handicapped student in a regular classroom does not mean that the student can function without special assistance, but rather means that support services and assistance are to be provided to the extent that the handicapped student need not be separated from friends and peers in order to gain an education. Placing handicapped students in regular classrooms is known as mainstreaming. The underlying principle in mainstreaming must be predicated upon substantial evidence that the student has the potential for being successful in the regular classroom. In previous times mainstreaming has been viewed unfavorably because this basic principle was either not understood or ignored.

The eventual success or failure in teaching a handicapped student in the regular classroom will depend upon the attitude of the classroom teacher and the handicapped student. Much of a handicapped student's success in the regular classroom depends upon the willingness of the classroom teacher to positively accept the challenge of altering the instructional plan to meet a wider variety of needs than has been necessary in the past.

All teacher preparatory programs stress methods for teaching students. The methods courses emphasize the utilization of necessary techniques and procedures to insure that all students learn. For centuries teachers have devised special techniques so that their students understood, acquired, and used the knowledge and skills being taught.

Today educators recognize that the special methods and means used to help different students learn represent the foundation or basis of individualized instruction, i.e., instruction designed to help a particular student learn. The translation of instruction to meet individual needs forms a core in the concept and practice of mainstreaming. The practice and benefits of mainstreaming are obviously more complex and far-reaching than have been indicated here, but the axiom for success in mainstreaming is basic. Develop the proper attitude to understand handicapped students' needs. Plan how to meet those needs through organized instruction, and carry out the plan.

The organization of this publication has been planned to provide a self-instructional guide for the vocational home economics teacher working with handicapped students in the regular vocational home economics classroom. The sections have been developed to enable the home economics teacher to readily locate specific information and assistance which will equip the teacher to work more effectively with each handicapped student in a vocational home economics course. Each section contains an index and most contain a brief summary or overview of material contained within the section.

Laws Dealing with Education for the Handicapped

Several laws are in existence which relate to education of the handicapped; however Public Law (P.L.) 94-142, known as the Education for All Handicapped Children Act, has mandated time lines; groups to be served; and procedures to be followed to effectively insure the reality of appropriate public education for the handicapped.

Public Law 94-142 is actually the revision of Part B only of the Education of the Handicapped Act P.L. 93-380. The other components of P.L. 93-380 remain substantially unchanged and continue in operation today. Public Law 94-142 is significant by virtue of its affirming and strengthening of earlier laws dealing with the handicapped. P.L. 94-142 was the 142nd piece of legislation passed by the 94th Congress to be signed into law. President Gerald R. Ford signed P.L. 94-142 on November 28, 1975. P.L. 94-142 carries the rather unique characteristic of being a permanent statutory authority with no expiration date.

P.L. 94-142 defines the handicapped for whom special education is to be provided and identifies the related services which are to be provided for the handicapped. In the process of carrying out these activities P.L. 94-142 makes a number of stipulations which must be adhered to by the State and its localities. These stipulations must be assured through the filing of an official document (application) completed by every school district receiving its Federal entitlement under P.L. 94-142. The state also adheres to the stipulations through the submission of the State plan which is submitted to the U.S. Commissioner of Education. The stipulations include the following:

1. Assurance of extensive child identification procedures.
2. Assurance of "full service" goal and detailed timetable.
3. A guarantee of complete due process procedures.
4. The assurance of regular parent or guardian consultation.
5. Maintenance of programs and procedures for comprehensive personnel development including in-service training.
6. Assurance of nondiscriminatory testing evaluation.
7. A guarantee of policies and procedures to protect the confidentiality of data and information.
8. Assurance of the maintenance of an individualized program for all handicapped children.
9. Assurance of an effective policy guaranteeing the right of all handicapped children to a free, appropriate public education, at no cost to parents or guardian.

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10. Assurance of a surrogate to act for any child when parents or guardians are either unknown or unavailable, or when said child is a legal ward of the state.

Within the state of Ohio Amended Substitute House Bill 455 is the law which brings Ohio into compliance with the basic mandates of P.L. 94-142. However, it is important to note that in certain areas the provisions of the state law may supercede those of P.L. 94-142. This is the case where the state law has as its goal the providing of services to handicapped 3 and 4-year olds whereas the federal law indicates that identified handicapped children from the ages of 0-5 be provided educational services.

Terms

The terms defined in this section are not legal definitions but rather are the generally acceptable working understandings used in conjunction with P.L. 94-142 and its implementation. Many of the terms found herein will also be defined within the context of their usage in other sections of this publication.

1. "Appropriate" Education - receives its definition for each child through the mechanism of the I.E.P. which is agreed to by all parties and therefore becomes the "appropriate" educational program for each particular child.
2. Assurances - statement or statements of guarantee or compliance.
3. Confidentiality - the assurance that any information contained in school records will not be released.
4. Due Process - a series of steps which assures the right of the parent and child to be fully informed and included in decision-making at all steps in identification, child evaluation, planning, programming, and program evaluation.

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5. Educable - is a term used to refer to mentally retarded persons who are capable of some degree of achievement in the traditional academic subjects such as reading and arithmetic. The IQ scores commonly used to delineate one who is educable are 50 to 80.

6. IEP - means an individualized educational program stating objectives and services is to be provided to each identified handicapped student being provided special education.

7. IRC - Instructional Resource Coordinator.

8. Intermediate Education Unit - is defined as a public authority established by state law to provide free public education on a regional basis for handicapped children.

9. LEA - means a public board of education or other public authority legally constituted with a State for either administrative control or direction of, or to perform a service function for public elementary or secondary schools in a city, county township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State, as an administrative agency

for its public elementary or secondary schools. This term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

10. Learning Disability - disablement occuring in children possessing average, near or above average mental ability. This disability ranges from mild to severe and may vest itself in certain behavioral abnormalities stemming from malfunctioning in the central nervous system. The learning disability may be a single deficiency or may arise from a combination of deficiencies such as poor perception, memory, and motor function.
11. Least Restrictive Environment - the assurance that handicapped children will be educated with non-handicapped children to the maximum extent appropriate.
12. Low Incidence - refers to handicaps which occur with less frequency. Hearing impairment, visual impairment, and orthopedic impairment are considered to be low incidence handicaps in comparision with other handicaps.
13. Mental Age - is the age at which the student functions academically or emotionally. MA can be estimated from the IQ score by multiplying the student's age in months by the last IQ record and dividing by 100.

14. Mental Retardation - refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior.

15. Multi-Factored Assessment - as required by P.L. 94-142 is the evaluation of the individual student's handicaps undertaken by qualified personnel utilizing multifactored, multisourced information, and carried out in such a way as to not be racially or culturally discriminatory.

16. Native Language - the language normally used by the child or the child's parents.

17. Non-Discriminatory Testing - assessment procedures and instruments which do not by their nature penalize or unfairly describe the handicapped individual.

18. Public Agency - used in conjunction with P.L. 94-142 includes the State educational agency, local educational agencies, intermediate educational units, and any other political subdivisions of the State which are responsible for providing education to handicapped children.

19. Related Services - as used in P.L. 94-142 means transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education,

and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in school, and parent counseling and training.

20. Right to Representation - the assurance that the child shall be represented by parents, guardian, or surrogate parent.
21. SERRC - Special Education Regional Resource Center.
22. Special Education - means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.
23. Supplanting of Funds - substituting of funds, i.e., federal funds for local funds. P.L. 94-142 requires LEA's to maintain their own local level of expenditures for the handicapped not replacing them with federal funds.

24. Trainable - is a term used to refer to the mentally retarded persons who are capable of being trained in certain limited skill areas and can develop some self-help skills under close supervision. The IQ range for these individuals would be below 50.

Introduction

One of the most significant provisions of P.L. 94-142 requires the identification of handicapped children within a school district. This provision places the responsibility upon each local education agency to locate handicapped children living within the geographic area served by that local education agency. Methods for carrying out this provision will vary from district to district, but the actual process itself will utilize two basic processes-screening and multi-factored assessment.

Screening involves the preliminary processes and procedures used to identify handicapped children. Once handicapped children have been identified, assessment is begun to determine the particular handicapping condition.

P.L. 94-142 requires that the assessment of handicapped children be undertaken by qualified personnel and be carried out in such a way as to avoid cultural or racial discriminatory procedures. A multi-factored assessment is a comprehensive report including the totality of information needed to make decisions about the child including information obtained from such sources as testing, observation (formal and informal), work samples, autobiographical information, medical history, school records, interaction analysis, and daily data records. The areas covered by child evaluation include some or all of the following, depending upon regulations and upon the kind of information needed for decision-making: medical, family and educational history; child functioning in the areas of physical, cognitive, language, and social-emotional development; educational functioning; occupation and career development; and environmental conditions. Special care is to be exercised in all assessment testing procedures to avoid procedures and instruments which by their nature penalize or unfairly describe handicapped individuals.

Results from the multi-factored assessment become the basis from which decisions are made regarding placement of the handicapped student and from which the I.E.P. for each handicapped student will develop.

Multi-Factor Assessment

A Guide for Parents

Ability Tests

What is intelligence? How is it revealed? While at first it may appear that these questions are two separate ones, they are two ways of asking the same thing.

The only way we can get an idea of a person's ability is to measure what the person does. Tests, such as the Stanford Binet and the Wechsler Scales, have been designed to measure a number of specific abilities to generate an overall ability measure, the I.Q.

Basically, the results of these tests are most useful in identifying an individual's strengths and weaknesses in various specific abilities, such as reasoning, comprehension, vocabulary usage, etc. These tests do not measure all aspects of intelligence, but do give a reasonable sampling of the abilities related to school success.

In recent years, it has become increasingly clear that I.Q. is of minimal value in understanding a child's problems. The child may be of average ability-but can't read. Thus, increasingly, more varied tests are being used to determine how the child may be helped.

These additional tests include achievement batteries, social/emotional tests, and perceptual/motor tests.

Perceptual/Motor Tests

How does the child see the world? Does the child see the world as most people do? It is most difficult to really know what the child sees, but reasonable guesses can be made based on the child's performance on these tests.

Tests in this area include ones such as the Bender Visual-Motor Gestalt Test, the Wepman Auditory Discrimination Test, the Rosner/Richman Visual Perception Test, the Visual-Motor Integration Test, the Illinois Test of Psycholinguistic Abilities, informal readiness measures, informal coordination measures, etc.

The results of these tests are used to design remediation and compensation teaching methods for the child. For example, if the child is strong visually, a sight word approach would be suggested in reading. On the other hand, if the child were strong auditorily, a phonics approach might be suggested. This is compensation since the deficiency is detoured. Remediation of the deficit is also worked on so that the child can function in a more normal manner.

Of course, ability and perceptual/motor tests do not give the total picture of the child. Achievement batteries and social/emotional tests are also needed.

Achievement Tests

What does the child know? What skills does the child need to learn? Standardized and criterion referenced achievement tests are used to find answers to these questions.

Basically, tests in the language arts (reading and spelling) and mathematics are given. In general, such tests as the Wide Range Achievement Test or the Peabody Individual Achievement Test are used to determine our levels of performance in the basic school subjects.

For more specific and diagnostic information, tests such as the Gray Oral Reading Test, the Spache Diagnostic Reading Scales, the Durrell Reading Test, the Botel Phonics Test, the Root Words Test, the Key Math Test, etc., are given. Criterion reference tests are also used.

One difference between the standardized tests and the criterion referenced tests is that the former gives information about the student in relation to other students where the latter gives information only in relation to the student.

These tests are among the most useful in setting up educational programs for the child. However, achievement tests are limited to skill development and do not take the child's motivation for learning into account. Therefore, tests in the social/ emotional domain are a necessity.

Social/Emotional Tests

Why does the child perform in a particular way? What are the child's mistaken assumptions about the world? Beliefs about what one is supposed to do guide personal actions. These tests are designed to provide information about why the child has chosen to act in a particular manner.

Measurements in this domain include such instruments as the Behavior Rating Scale, Sentence Completion Tests, Draw-A-Person Tests, Kinetic Family Drawing Tests, Thematic Apperception Tests, the Vineland Social Maturity Scale, the Lifestyle, etc. Personal observations of the child are also used to aid in the interpretation of the tests.

It should be noted that these measures are open ended. That is, no absolute predictions are possible with these instruments. To a large extent, the interpretation of these measures rests with the examiner and the examiner's skill is an important factor. Despite this limitation, however, this type of motivation information is absolutely necessary before the child can be guided into more efficient functioning.

Thus, a picture of the TOTAL child is possible with the multi-factored approach. Again, information is gathered in ability, in achievement, in perception, and in social relationships.

Placement Team

Placement Team Conference

A conference of the multidisciplinary staff placement team shall be held to make recommendations regarding any change in the educational placement of the child. A placement team conference shall contain the following provisions:

1. Participants. In addition to the placement team members, and at the discretion of the Chairperson, participants in the conference may include an appropriate representative of the child's home school, school personnel involved in the evaluation of the child, those persons who may become responsible for providing a special education program or service to the child, the parents, and any others who have a current, demonstrated educational interest in the proceedings.
2. The purposes of the conference shall be to:
    a. Establish a composite understanding of the child's learning characteristics, sensory and motor skills and behaviors.
    b. Determine eligibility for special education programs or related services.
    c. Determine the child's unique educational needs and the extent to which these needs can be met by the standard program.
    d. Determine the nature and degree of special educa-

tion intervention needed and recommend appropriate placement including an estimate of the length of time such placement is expected to be appropriate.

e. Make recommendations regarding the development of an individualized educational plan indicating specific objectives to be attained by the child.

f. Establish data requirements for the re-evaluation procedure which shall take place within a year's time.

3. A written report of the results and recommendations of the placement conference shall be prepared.

   a. The conference report shall be dated, list names of all those in attendance, and be signed by the chairperson.

   b. A copy of the conference report shall be kept on file by the school district providing the educational program.

   c. A copy of the conference report and all other pertinent information shall be sent to the superintendent prior to a decision regarding the child's placement.

   d. Confidentiality standards shall be followed in regard to this data.

4. The multi-factored evaluation and team placement conference shall be completed within 90 days of the date of referral or the date of application for admittance to the public school by the parents of the child.

5. The superintendent shall make a placement decision within 15 days of receipt of the placement team conference report and shall notify the parents of the decision by certified mail, return receipt requested

in accordance with standards relating to prior notice.

Administrative Review

The child, the child's parents, or educational agency other than the school district may request an opportunity to present complaints to the superintendent regarding the evaluation or educational placement of the child or the provision of special education.

1. Upon receipt of a complaint, the superintendent, without undue delay and at a time and place convenient to all parties, shall conduct a review, and may hold a hearing, and shall notify all parties in writing of the decision within 20 days.
2. Every effort should be made in the review to resolve any disagreements and to avoid a formal hearing.
3. All parties have the right to invite others to participate in the informal hearing, including legal counsel.
4. Any party aggrieved by the decision of the superintendent may present a formal complaint in writing within 20 days to the board of education and the superintendent requesting an impartial due process hearing.

Procedural Safeguards and Rights

Specific procedures are designed by law to protect the rights of children and parents while providing services to the handicapped. These safeguards include:

1. Due Process - A series of steps which assures the right of the parent and child to be fully informed and included in decision-making at all steps in identification, child evaluation, planning, programming, and program evaluation.
2. Nondiscriminatory Testing - The assurance that special education placement will be provided on the basis of evaluation; materials and procedures will be appropriate for such purposes, and that no single test or procedure will be used as the sole criterion for placement.
3. Least Restrictive Environment - The assurance that handicapped children will be educated with non-handicapped children to the maximum extent appropriate.
4. Native Language - The language normally used by the child or the child's parents.
5. Confidentiality - The assurance that any information contained in school records will not be released without the permission of the parent.

6. Right to Representation - The assurance that the child shall be represented by his/her parents, guardian, or surrogate parent.

These terms have implications for all functions of the placement committee; they should be regarded as a framework within which the functions will be performed.

Suggested Procedures

Identification, Evaluation, Placement and Annual Review Process for Handicapped Children

Flow Chart

I. Identification

Screening Referral

Suspected Handicapped

Permission to Diagnose and Confirm

1. Parent Letter
2. Statement of Rights
3. Copy of Referral
4. District's Program Description
5. Parent Permission
6. Copy of Evaluation Procedures

II. Evaluation (Multi-Factored)

1. Medical History
2. Educational & Developmental History
3. Academic Function
4. Vocational/Occupational Development
5. Communication Skills
6. Gross/Fine Motor
7. Adaptive Behavior
8. Ability

Consultation

1. Evaluation Specialist(s)
2. Principal (Case Manager)

III. Parent Conference

Diagnostic Findings
Handicap Confirmed

IV. District Placement Committee

1. District Staff
2. Specialist-Consultants, Parents
3. Individualized Educational Plan

V. Superintendent Placement Decision

Notified Parent of Placement Decision and Suggested Pupil's Individualized Educational Plan by Certified Mail. Approval for Placement and Individualized Educational Plan Returned . Placement Confirmed.

VI. Individualized Educational Plan Implementation

Short Term Objectives Developed

VII. Annual Review Of Individualized Educational Plan

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Local School District
Psychologist's Report

Confidential
(Actual names have
been removed.)

TO: Principal	NAME:
SCHOOL:	ADDRESS:
TEACHER: Departmentalized	PARENTS:
GRADE: 6	TELEPHONE:
DATE OF TESTING: 5-2-75	BIRTHDATE: 3-1-62

****

Names of Test Administered and Test Results:

Wechsler Intelligence Scale for Children (Wisc.)	WIDE RANGE ACHIEVEMENT TEST *
C.A. 13-0	WORD RECOGNITION 2.3
VERBAL I.Q. 79	SPELLING 2.3
PERFORMANCE I.Q. 79	ARITHMETIC 2.9 - 3.2
I.Q. (FULL SCALE) 77	

OTHER TESTS AND RESULTS: Expected achievement for grade placement - 6.7

****

Reason for Referral

_____ was receiving failing marks in nearly all of his academic subjects at the grade 6 level. His teachers questioned his eligibility for special class placement.

In the past he had been retained once at the grade 1 level. He had done better the second year in grade 1, but still had had much difficulty in school since then.

Observations and Test Behavior

_____ was previously referred for psychological evaluation in 1968. At that time he was in grade 1 (for the first time) and having much difficulty.

Results of that evaluation yielded average mental ability, I.Q.-90, with the possibility of a neurological developmental lag. The examining psychologist recommended that the parents take _____ to Dr. _____, who specializes in children's problems involving perception. It is not known whether or not this recommendation was accepted and fulfilled by the parents.

_____ approached this evaluation session rather nervously initially, repeatedly snapping his knuckles, but he was able to relax and become less nervous and apprehensive.

He was a nice looking boy with light coloring and freckles.

_____ general appearance could be described as "clean cut."

During the evaluation session, he was pleasant and cooperative and attempted all tasks presented.

Tests Administered & Results

With a chronological age of 13 years, 0 months, _____ received a Verbal I.Q. score of 79, a Performance I.Q. score of 79 and a Full Scale I.Q. score of 77 on the Wisc Scale.

All of these resulting I.Q. scores suggested that _____ was now functioning mentally within the range of ability commonly classified as educably mentally retarded (I.Q. 50-80).

His verbal and performance ability appeared to be equal.

_____ vocabulary knowledge and usage was inadequate for his age, though he was able to express himself verbally in an adequate fashion.

Perceptual (visual-motor) difficulty was still evident. This would tend to make written classroom tasks very difficult for him, especially spelling.

Based on the administered achievement test results, _____ present achievement in the various subjects ranged from early grade 2 level to early grade 3 level. His expected achievement for his grade placement was 6.7 level, suggesting that his present achievement was approximately 4 grade levels below expectations.

Summary

_____ was a youngster who had had much academic difficulty in school.

He had repeated grade 1 and then continued to achieve on a low academic level in his previous grade placements. This year in grade 6, he was receiving marks of "F" in nearly all subject areas.

In 1968, _____ had received a psychological evaluation. At that time he had average mental ability (I.Q.-90), but was hindered by severe perceptual difficulty.

The most beneficial help for _____ then would have been placement in a class for neurologically disabled youngsters. Now his ability appeared to be depressed to a range low enough (I.Q.-77) to make him eligible for placement in the Program for Educably Mentally Retarded youngsters.

Placement in this program would enable _____ to succeed in school, an experience which I suspect he has seldom had. His classroom activities and assignments would be adjusted to his various levels of achievement and proceed from there.

_____ was contacted on 5-18-75 by the psychologist to discuss the possibility of _____ placement in the E.M.R. Program for the 1976-77 school year. She agreed to the need for such placement but did not feel that _____ should be placed there unless he too desired it. The psychologist agreed with _____ and _____ was contacted by _____, Principal of _____ and the psychologist.

_____ was unable to see the advantages of placement in the E.M.R. Program at this time. Much of his reluctance appeared to be associated with pride and social stigma resulting from being placed in that type of class.

Going into Special Education Classes at the High Level was discussed with _____.

Recommendations

1. _____ should be expected to have extreme difficulty in his grade 7 placement in 1976-77. He will probably put forth little effort and be inattentive because of his complete inability to achieve to the expected level.
2. Patience and understanding should be used when handling _____, because somehow he seemed to have managed to form a fair self-image in spite of his excessive failures in school.
3. It is recommended that, if possible, _____ be assigned to the High School E.M.R. Program at the end of the eighth grade.

School Psychologist

Introduction

Simply stated the I.E.P. (Individualized Educational Program) is a written statement describing the educational objectives for and the services to be provided to each handicapped child. The I.E.P. is a management tool, not an instructional plan.

A school administrator, counselor, and special education teacher may assume general responsibility for working with parents in the development and implementation of the overall I.E.P. for each identified handicapped student. However the intent of P.L. 94-142 is specific in detailing the process and procedures designed to insure that the handicapped are provided education meeting their needs. Each local education agency has the opportunity to design its own I.E.P. document to meet federal criteria while reflecting local needs.

Questions and Answers About the I.E.P.

1. Who Are I.E.P.'s Written For?

   Every identified handicapped child who is or will be receiving special education services.

2. When Is the I.E.P. Developed?

   By the beginning of the school year or within 30 days of the verification of a handicap.

   The I.E.P. must be reviewed and revised at least annually.

3. Who Is Responsible for the I.E.P.?

   The LEA within which the handicapped child resides.

4. Who Participates in Meetings to Develop the I.E.P.?

   The child's teacher(s).

   The child's parent(s).

   An LEA representative.

   The child - where appropriate.

   Other individuals - at the discretion of parents and/or LEA.

5. What Must Be Included in the I.E.P.?

   A statement of the child's present levels of educational performance.

   A statement of annual goals.

   A statement of short-term instructional objectives.

The services to be provided to meet the stated instructional objectives.

The projected beginning and ending dates of special education services.

A description of the extent to which the child will participate in regular education programs.

Objective criteria and evaluation procedures.

Sample Completed I.E.P.

Part I

Individualized Educational Program

Child's Name Lester Age 13

Current Date November 1, 1976 Current Placement Int. LD

I Summary of Present Levels of Educational Performance

Assessment Data Results	Observable Data
WISC 10/75 - Verbal 85, Perf. 98 Full Scale - 90 WRAT 10/76 - Reading 4.0, Arithmetic 3.2, Spelling 3.6 Classroom Performance Reading - Comp. 4, Sight - Good Phonics - Consonant sounds, blends. Can't use. Arithmetic - All add, sub. facts, no multi, comprehension - 2.0. Speech - Poor articulation of s, th, sh.	Social Competence Good social skills, Other children often choose him as partner. Learning and/or Modality Deficits/ Strengths VMI - Poor coordination Poor auditory skills, Good memory. Small/Large Motor Control Good gross, poor small. Handwriting poor - cannot form letters correctly or stay on lines. Nonproductive Behaviors. Loses temper when work is wrong. Refuses to do work if difficult. Limited on-task behavior (10 min.)

II Programs for Which Child Qualified EMR (LD/BD) HI VI MI TMR ORTH

IIIA Prioritized Long-term Annual Goals 5/76

1. Increase reading level to 5.0.
2. Increase arithmetic to 4.0.
3. Build self-confidence in ability to perform school work. Reduce number of temper tantrums. Increase on-task behavior.
4. Improve handwriting so that he stays on the line and forms all letters correctly.
5. Demonstrate proficiency in using s, th, sh.

Part II

IV Placement Recommendations: Primary Placement

Programs	Type	Date of initiation	Anticipated completion	Services	Initiation	Anticipated Completion
6th Regular Class	Soc. St.	10/76	5/77	Tutoring		
All Non-academic classes		9/76	5/78	Physical Therapy		
				Attendant Service		
Special Class	LD	9/75	5/78	Mobility		
Day Programs				Transportation		
Home Based				Counseling		
Residential				Agency		
Speech Therapy		11/76	5/77	Occupational Therapy		

V Extent of Participation in Regular Program 20 %

VI Specific Procedures/Techniques, Materials Recommended

Needs regular social studies placement with teacher who doesn't rely on reading. Use visual channels, rely on memory. Work on auditory skills.

VII Evaluation Criteria

Program Review Date 5/77

Criteria to be used in Review
1. WRAT
2. Key Math
3. Observation
4. Informal Test
5. Observation

VIII Placement Team

Names	Position
Mary Smith	Teacher

IX Parent Recommendations

Agrees on priorities on reading and math. Is especially concerned with speech problems. Might consider this as a higher priority.

* Short-term Objectives are listed on attached sheet. If not completed at this time, list person(s) responsible for completion. NA

Individualized Educational Program

Part III

Goals	Short Term Objectives	Person Responsible	Date of Initiation	Date of Completion Results
1. Increase reading level to 5.0	1. Demonstrates proficiency in identifying all short vowels. 2. Demonstrates use of a, u, o. 3. Answers 3 of 4 comprehension questions from 4th reader page 40.	Smith	9/76	11/76
2. Increase arithmetic level to 4.0.	1. Demonstrates memory of 2, 3, 4, 5, times tables. 2. Use chart for other x tables. 3. Gets 80% of story problems page 54 of Grade 3 arithmetic.	Smith	9/76	11/76
3. Build self-confidence	1. Will attempt all work immediately without comment. 2. Will stay on-task for 15 minutes	Smith Jones	9/76 10/76	11/76

Name of Person(s) Completing IIIB Smith Date

Using a Check List with the I.E.P.

A key to working with any student, handicapped or regular, is to discover what that student already knows and can do. The significance of using various forms of pretesting cannot be overemphasized in working with special needs students in the regular vocational home economics classroom. Type and method of testing should always be related to subject matter and the needs of the student.

A basic means of recording student progress is the check list. A check list is particularly well suited for skill development and may be developed according to major jobs, or may refer to tasks required within a job, or steps or skills necessary to complete a task. Well developed check lists can be vital aids in helping teachers comply with the requirements of the I.E.P. in terms of what a student can already do and as a record of what a student is learning to do.

Vegetable Preparation Skills

Area	Competent	Requires Practice	Lacks Skill
1. Turns water on and off at sink			
2. Cleans vegetables or cans			
3. Uses knife or cutting implements safely			
4. Disposes of waste (vegetable or cans)			
5. Stores unused vegetables			
6. Selects appropriate cooking container			
7. Turns stove or appliance on and off			
8. Cooks vegetable			
9. Selects proper serving dish and utensils			
10. Serves vegetable			
11. Stores leftovers			
12. Disposes of cooked wastes			
13. Selects and uses proper soap/detergent			
14. Washes dishes			
15. Drys dishes			
16. Puts away dishes			
17. Cleans work surfaces			
18. Cleans sink			

Working with Parents of Handicapped Students

By the time that an identified handicapped student has entered the regular home economics classroom, parents or surrogate parents will have already met with school officials to develop an I.E.P. for the student. Therefore, the home economics teacher's contact with parents will, in many respects, take the same form as with other parents who are contacted through home visits and conferences.

If the home economics teacher has been involved in the development of the I.E.P., home visits will provide an opportunity to discuss progress. It is important that the handicapped student understand that a visit to the home has the same objective for handicapped and non-handicapped alike so that the visit is not seen as threatening. Some tips for the home economics teacher making a visit to the home of a handicapped student include the following:

1. Make the same preliminary preparation as you would do for any home visit.
2. Remember the student is a home economics student first and the handicap is simply a part of that student.
3. Be prepared to discuss positive aspects of the student's work.

4. Provide an opportunity for parents to ask questions during the visit rather than at the end of the visit.
5. Be prepared to make more than one visit if necessary.
6. Tactfully suggest ways parents can support and reinforce their child's learning.

Introduction

Handicapped children as described in P.L. 94-142 means those children evaluated in accordance with Section 121a. 530 - 121a. 534 as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

Special problems of handicapped adolescents include the following:

1. May have feelings of being worthless; must be helped to feel that family, teachers, and friends think of them as worthwhile persons.
2. May lack pride and self-respect; can be overly aggressive or withdrawn.
3. May not be realistic about what they can do; must be taught to live with their weaknesses, and emphasize their strengths.
4. May lack faith in themselves; need experiences that bring success.
5. May have a fear or reluctance of growing up; may be

extremely dependent on family.

6. May not be emotionally mature enough to deal realistically with the future.
7. Lack self-confidence because of insecurity caused by physical or learning disability.
8. May be overly demanding of family members.
9. May have developed negative-defeatist attitudes which affect the self-concept and hinder motivation.

Handicap Check List

If you were ever asked if you are handicapped, you probably answered, "No." It is quite rare for an individual to consider himself/herself as handicapped, but in a real sense we are all handicapped in some way. Persons who are normally classified as handicapped are not greatly different from you and me.

People who work with handicapped persons know that the first and the most difficult problem is to get the handicapped person to accept and understand the handicap as a reality. It is hard for any of us to recognize and accept a handicap, limitation or defect. However the following inventory check list may assist you in looking at possible handicaps. Put a check mark beside the items you feel might limit you in certain circumstances. Check only the items that apply to you personally.

_____ Awkward
_____ Bad reputation
_____ Color blind
_____ Drug dependent
_____ Emotionally dependent
_____ Forgetful
_____ Hearing loss
_____ Painful joints
_____ Pessimist
_____ Poor locomotion
_____ Poor teeth or dentures
_____ Quick-tempered
_____ Short
_____ Shy

_____ Imperfect eyesight
_____ Intolerant
_____ Low social status
_____ Minority
_____ Obese
_____ Often sick or ill
_____ Significant weakness
_____ Stubborn
_____ Tall
_____ Unattractive
_____ Undereducated
_____ Unloved

These 26 handicaps are only representative of the many that might have been inventoried. These 26 are sufficient to convey the idea that each of us is probably handicapped in some way and that these limitations could limit us in certain circumstances. However most of us do not allow our defect(s) to seriously handicap us. But do you have an objective appraisal of how limiting your defect(s) might be? Even your best friends usually won't tell you for fear of hurting your feelings.

Certain defects or deficiencies can be more or less serious depending upon a number of factors: (1) our attitude toward it; (2) our ability to recognize it and work around it; (3) the kind of work we do; (4) the presence of compensating strengths; (5) how others and our culture react to our handicap.

Handicapped? It will depend upon you.

Who Are the Handicapped According to P.L. 94-142?

Deaf

The child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

Deaf-Blind

Concomitant hearing and visual impairments which cause severe communication and other developmental and educational problems that cannot be accommodated in special educational programs solely for deaf or blind children.

Hard-of-Hearing

A hearing impairment, either permanent or fluctuating, which adversely affects educational performance but is not included under the definition of "deaf."

Mentally Retarded

Significantly subaverage general intellectual functioning along with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

Multihandicapped

Concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically handicapped, etc.) which cause severe educational problems that cannot be accommodated in special education programs solely for one impairment. Does not include "deaf-blind".

Orthopedically Impaired

Severe orthopedic impairment which adversely affects a child's educational performance. Includes impairments caused by: Congenital anomaly, disease, amputation, fractures, burns and cerebral palsy.

Other Health Impaired

Limited strength, vitality, or alertness due to chronic or acute health problems such as heart condition, tuberculosis, rheumatic fever, asthma, sickle cell anemia, epilepsy, etc., which adversely affects a child's educational performance.

Seriously Emotionally Disturbed

Child exhibits one or more of the following characteristics over a long period of time and to a degree which adversely affects educational performance; inability to learn which can't be explained by intellectual, sensory or health factors; inability to build and maintain satisfactory interpersonal relationships; inappropriate behavior or feeling under normal circumstances; pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. Includes children who are schizophrenic or autistic. Not the socially maladjusted unless it is determined they are seriously emotionally disturbed.

Specific Learning Disabilities

Disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written. Problems in listening, thinking, speaking, reading, writing, spelling or mathematical calculations. Includes: perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Does not include: problems which are a result of visual, hearing or motor handicaps, of mental retardation or of cultural, environmental, or economic disadvantage.

Speech Impaired

Communication disorder such as stuttering, impaired articulation, language impairment, or voice impairment which adversely affects educational performance.

Visually Handicapped

Visual impairment which adversely affects educational performance, even with correction. Both partially seeing and blind.

Educable Mentally Retarded

Samuel A. Kirk gives this definition in his book entitled Educating Exceptional Children.

The educable mentally retarded child is one who, because of slow mental development, is unable to profit to any great degree from the programs of the regular schools, but who has these potentialities for development:

1. Minimum educability in reading, writing, spelling, arithmetic, and so forth.
2. Capacity for social adjustment to a point where the individual can function independently in the community.
3. Minimum occupational adequacy so that self-support or partial support are possible at a marginal level.

General Characteristics

1. Most of the retarded children do not look different than normal children but differ in their ability to learn.
2. All retarded children are slow and limited in mental development as well as the development of physical skills.
3. A mentally retarded person is often shy, lonely and

isolated.

4. The mentally handicapped loses jobs because of inability to get along with people.
5. Educable retardates are limited in their ability to reason; it is hard for them to generalize or apply what they have learned to another set of circumstances.
6. The mentally retarded, because of their inadequacies, are confronted with many more situations that are frustrating to them. These frustrations and often resulting failures create a feeling of personal inadequacy often followed by compensatory behavior that is not always acceptable, creating a vicious cycle.

Areas of Adequate Functioning

The EMR student:	(Kolstoe, 1976; Lutsch & others)
1. Handles concrete concepts in learning academic skills.	Examples: Student learns the use of tools more readily than the name which is abstract. Student needs experience in and practice of skills expected to learn.

2.	Masters motor skills involving fine and gross coordination movements.	Example: Teacher might look for strengths to be used in successful experiences.
3.	Often gets and holds jobs of some complexity involving skills, choices, and decisions.	Examples: Jobs in food service operations, factories, custodial work, hospitals and nursing homes as nurses aides.
4.	May manage daily life and live independently in society.	Often can learn needed skills, routines, and roles needed for self-maintenance, and the social expectations of the community.
5.	Who does not live independently, can be a contributing member of the family group.	

Areas in Which Mentally Retarded Students Function Less Adequately Than Non-retarded Peers (Kolstoe, Lutsch, & others)

1.	Limited ability to think and reason abstractly.	Need to move from concrete to abstract, from simple to complex. Need to experience the consequences of behavior.
2.	Difficulty understanding cause and effect.	Need direct experience in roles expected to assume in real life.
3.	Incomplete and inaccurate concept formation.	Pretesting and frequent evaluation indicates completeness and accuracy of learning and points up further needs.
4.	Incomplete and inaccurate perceptions.	May see background instead of fore-ground on the printed page. May see and write reversals of d-b, b-p, d-q, saw-was and others. May copy a diamond as a triangle. May perseverate stimuli or image repeats such as ate-e-e-e-e-e or arrrre or 111112.

5. Limited incidental learning.	Need help in becoming informed and aware of the immediate environment. Example: Where does the water come from which is available when we turn on the faucet? Teacher needs to analyze teaching tasks and develop careful sequencing of steps to be assured students are learning complete concepts.
6. Impoverishing language.	Need practice in using an expanded vocabulary-oral and written symbols. Routinely practice the oral more than written.
7. Difficulty in generalizing.	Need help and practice in generalizing since that type of learning is retained inefficiently.

Identifying Characteristics in Personal and Social Realm

1. Show frustrations when unable to succeed.	Need help in accepting reality. Need to have areas of strength pointed out. Need help in analyzing weaknesses without the weaknesses being identified as defects.
2. Poor judgment	Need many experiences, much guidance, and modeling from supportive, caring advocates. May be unaware of performances or expectations needed to meet certain situations or events.
3. Emotional behavior similar to that of younger children.	Function emotionally and academically at the level of the mental age (MA), which in the mentally retarded individual is always lower than the chronological age (CA). Formula - $\frac{CA \times IQ}{100} = MA$

Function at a level similar to a normal child whose CA is the same as the MR's MA. Example: If MA of MR is 8, the student will function as an 8-year old in the second grade.

4. Appear immature and foolish for persons of their CA and size.

5. In Ohio, the EMR's have 50 to 80 IQ; TMR's - 30-50+.

6. Learn best by adequately functioning senses, the use of more than one sense at one time, by being emotionally involved in the process, and by using the particular individual's mode of learning.

Considerations for Teaching/Learning Strategies

1. Since the learning process is slower and the need for each concept for independent living is so crucial during the high school years, those skills which cannot be used independently should be omitted.
2. Knowledge of simple tasks and development of skills cannot be taken for granted. Examples:
    a. Difference between storage areas-dry, cold, freezing.
    b. Use of can opener.
    c. Preparation of a nutritious sandwich.
    d. Cooking simple cuts of meat.

Suggested Techniques for the Teacher of the Educable Mentally Retarded

1. Limit the amount of work given at a time. Allow the student to work at suitable pace.
2. Place emphasis on the three "A's"; acceptance, achievement, and affection.
3. Remember that telling a student how to do a thing does not help the student as much as showing how.
4. Give instructions step by step and in simple words.
5. Help the student to progress one step at a time.
6. Praise the student for successful efforts.

7. Direct encouragement toward improvement.
8. Help the retarded learn self-expression.
9. Provide the student with opportunities to learn through field trips, through doing the actual thing, and with a variety of examples and pictures.
10. Remember that there is no such thing as a typical mentally retarded pupil. Each student must be taught individually.
11. It is always necessary to review basic knowledge on which an experience is built and build from simple to complex.
12. Use a positive approach to each learning situation.
13. Give oral directions and use a vocabulary similar to the pupils'.
14. Use as few words as possible.
15. Give oral tests if necessary.
16. Provide multi-sensory presentations.
17. Repetition is essential with practice.

Materials

References that can be used later in their own homes often are of more value than textbooks. The kinds they need to learn to use, at least in a limited way, include some government pamphlets giving consumer information, guides for child care, instruction booklets for appliances, cookbooks, and labels on clothing. Other materials which might be used are games such as cards which can be used to teach the four food groups, names of equipment, and the use of a telephone. These are similar to Rummy and Old Maid. Workbooks have activities which aid in teaching money, manners, foods, clothing.

Major Objectives

The major objectives for teaching/learning activities are for each individual MR student to:

1. Develop the ability to use community resources for assistance and enrichment of living.
2. Practice habits of health and safety which can be incorporated in daily living patterns.
3. See the student as a valuable person who, through self-discipline, can live a life of dignity.
4. Personally share in experiences which identify realistic home economics-related careers.
5. Communicate in ways which will develop skills needed in the most fundamental functions as an independent adult.
6. Develop skills for functioning socially in ways acceptable, and inconspicuous in relationships necessary to daily living.

Trainable Mentally Retarded (TMR)

Definition (Kirk, 1962)

A child who is so subnormal in intelligence that the child is unable to profit from classes for educable mentally handicapped children, but has potential in:

1. Learning self-care in activities such as eating, dressing, undressing, toileting, and sleeping.
2. Learning to adjust in the home and neighborhood, though not the total community.
3. Learning economic usefulness in the home, a sheltered workshop, or an institution.

Objectives

1. Develop improved self-concept.
2. Follow directions progressing from simple to more complex.
3. Develop relative independence in self-care, especially in grooming skills.
4. Demonstrate basic socially acceptable etiquette and personal behavior.
5. Face limitations and realities posed by mental potentials.

6. Accept authority of supervisors and constructive criticism.
7. Relate successfully to peers.
8. Attempt to develop and maintain friendship with both boys and girls.
9. Develop emotional control and restraint.
10. Develop self-motivation to carry out repetitive tasks.
11. Use leisure time constructively and develop leisure time/craft skills.
12. Recognize difference between complete and incomplete tasks.
13. Appreciate beauty in the environment.
14. Gain basic knowledge of homemaking in self-care and independent living skills (as is applicable).

Teaching/Learning Strategies

1. Games
   a. Button sorting-color, number and matching skills.
   b. Innovation-matching pictures with objects.
   c. Bingo and Lotto games with pictures.
   d. Simple puzzles.
   e. "Fish Pond"-multiple choice with pictures.
   f. Role-playing (careers, family living, and social skills).

    g. Twister games-colors, textiles.
    h. Hook Boards-skills, arrangements, grooming, etc.
    i. Outlining.
    j. Part-whole game with pictures.
    k. Classification games-sorting.
    l. Smelling games/tasting games.
    m. Same/different games.
    n. Shopping games.

2. Motivation Techniques
    a. Plan craft or fashion show to encourage completion of projects.
    b. Give evidence of your confidence in student's ability.
    c. Praise with moderation and reality.
    d. Exhibit your enthusiasm.
    e. Post charts of progress of accomplishments.
    f. Issue certificate or license to be awarded upon completion of task.
    g. Work in desired activity to promote completion of steps in a longer project.
    h. Free some time based on class performance.

3. Rewards
    a. Employ tokens-stars, money treats.
    b. Give praise.
    c. Offer help as teacher.
    d. Give privileges.

e. Free some time for grooming, listening to records, leisure crafts or privacy.

f. Punch cards-take from class to class as job cards.

g. Free time to work on individual worksheets.

4. Activities

    a. Small work-study groups of students assisted by teacher.

    b. Field trips.

    c. Demonstration and practice.

        (1) Grooming and self-care.

        (2) Laundry.

        (3) Basic table setting.

        (4) Washing, drying dishes by hand and machine.

        (5) Bed-making.

        (6) Housecleaning.

        (7) Hand sewing-mending, leisure sewing.

        (8) Machine sewing.

        (9) Hobby and crafts.

        (10) Social Skills.

    d. Resource personnel-speakers and demonstrations.

    e. Reaction-discussion with teacher direction.

    f. Group made-charts, activity boards, post bulletin boards.

General Tips for Teaching

1. Give clear, simple and precise directions.
2. Place simple words to be used on the blackboard.
3. Use simple, uncluttered learning bulletin boards.
4. Provide pictorial instructions.
5. Use single-concept lessons.
6. Break demonstrations into short, simple parts. Practice each part immediately if possible.
7. Slow the pace of instruction.
8. Help students understand the reason for rules and regulations.
9. Give rewards and give them often.
10. Use lots of learning games to make learning interesting.
11. Keep standards and work requirements within student ability to achieve and gain positive results, and yet stimulating the student towards improvement.
12. Use individualized instruction when applicable.
13. Get students involved in classroom management and responsibility; involve in decisions.
14. Make students aware of the need for adult supervision when using sharp utensils and electrical equipment.
15. Be an acceptable model.

16. Vary methods of teaching from day to day and from student to student, depending on the need.

17. Take time to talk about what students are interested in.

18. Use realistic goals to motivate students.

19. Be consistent in discipline.

20. As much as possible, work should be accomplished in class.

21. Tell it "kindly" but tell it as it is, and more important, tell it how it can be.

22. Allow students to _do_, to participate actively.

23. Set goals which students can see, understand, and reach.

24. Develop in the student a positive self-image.

25. Use task analysis to identify steps to teach in concepts and skills.

26. Start where the student is; build upon what the student knows.

27. Help those who fall behind before they are lost forever; give them remedial help quickly.

28. Try to give each student at least one successful experience each day.

29. Help the student to express and channel feelings, in an "acceptable" manner.

30. Learning activities should be short in duration.

31. Avoid labeling children.

32. Use activities which involve two or more senses.

33. Use empathy, but avoid sympathy.

34. Repeated opportunities should be planned for learning a concept or skill.

Mental Retardation Resources

Books

Birch, Jack. *Mainstreaming: Educable Mentally Retarded Children in Regular Classes*.

Fisher, H; Drazicek, M; Borthhich, J; and William A. *Teaching Concepts of Sexual Development to the Developmentally Disabled*. Denver: JFK Child Development Center, University of Colorado Medical Center.

Hutt, Max L. and Gibby, Robert G. *The Mentally Retarded Child: Development, Education and Treatment*, Third Edition. Allyn (1976).

Kahn, Ellen House. *Cooking Activities for the Retarded Child.* Nashville.

Kempton, W; Bass, M; and Gordon S. *Love, Sex, and Birth Control for the Mentally Retarded*. Philadelphia: Planned Parenthood Association of Southeast Pennsylvania, 1402 Spruce Street.

Kolstoe, Oliver P. *Teaching Educable Mentally Retarded Children*. Holt, Rinehart and Winston, 1976.

Long, Kate. *Johnny's Such a Bright Boy, What a Shame He's Retarded*. Houghton Mifflin (1977).

McKay, Shirley E. *The Slow Learner in Homemaking Classes in Junior and Senior High Schools*. New Brunswick: State of New Jersey Department of Education, Division of Vocational Education.

Soap and Detergent Association. *Housekeeping Directions: A Simplified Guide*. New York, 1974.

State Department of Education, State of New Jersey, Division of Vocational Education. *Introduction to Vocations for Educable Mentally Retarded*. Trenton, 1974.

Steed, Freida Reed. *A Special Picture Cookbook*. H and H Enterprises (1974).

Watson, Marjorie. *Mainstreaming the Educable Mentally Retarded*. Washington, D.C.: NEA, 1975.

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Pamphlets

About Jobs and Mentally Retarded People. Tallahassee, Florida: State Employment Service, 214 North Duval Street, P.O. Box 1367.

"Islands of Excellence" MR72
"The Goal is Freedom" MR73
President's Committee on Mental Retardation
Washington, D.C. 20201

"Mental Retardation"
U.S. Department of Health, Education and Welfare
U.S. Government Printing Office
Washington, D.C. 20402

Periodicals

American Journal of Mental Deficiency. Willimantic, Connecticut, P.O. Box 96.

Education and Training of Mentally Retarded. Division MR, Council for Exceptional Children.

Focus on Exceptional Children, Love Publishing Co.

Journal of Special Education.

Maddox, J. "Sex Education for the Exceptional Person." *Exceptional Children*. (January, 1974).

Pack-O-Fun. Park Ridge, Illinois: 14 Main Street.

Penny's Forum. New York: J.C. Penney Co., 1301 Avenue of the Americas.

Teaching Exceptional Children, Reston, V.E.: Council for Exceptional Children, (Published Quarterly) $7.50.

The Slow Learner Workshop, Parker Publishing Co., Inc. West Nyack, N.Y. 10994.

Today's Education.

Curriculum Guides

A Course of Study for the EMR Minors. Teacher's Guide for Homemaking, Santa Clara County, California.

A Curriculum Guide for Teachers of Educable Mentally Retarded. The Interstate Printers and Publishing Co., Inc., Danville, Illinois.

Consumer and Homemaking Education for the Disadvantaged. Lakeshore Technical Vocational, Adult Education - District Eleven, 843 Jefferson Avenue, Sheboygan, Wisconsin, 53081.

Department of Public Instruction. Special Education in North Dakota. Bismark: Department of Public Instruction, 1974.

Missouri State Department of Education. Special Education Guide for Teachers of Educable Mentally Retarded. Jefferson City.

Catalogs

American Guidance Services, Inc. Publisher's Building, Circle Pines, Minnesota 55014.

Educational Activities. P.O. Box 3921, Freeport, New York 11520.

Eye Gate House. 146-01 Archer Avenue, Jamaica, New York.

Follett Instructional Materials, 1010 W. Washington Blvd., Chicago, Illinois 60607.

Ideal School Supply Company (Special Education). Oaklawn, Illinois 60452.

Matex Association, Inc. 111 Barrow Avenue, Johnstown, Pennsylvania 15907.

Money Management Institute, Household Finance Corporation. Prudential Plaza, Chicago, Illinois.

Society for Visual Education. 1345 Diversey Parkway, Chicago, Illinois 60614.

Annotated Bibliography

Horn, F. and Jones, J.: *Instructional Materials for Use by Home Economics Teachers with Educable Mentally Retarded Students*. University of Wisconsin, Madison, Wisconsin, 53702, 1974.

Audio-Visuals

Films

Mental Health Film Library Division of Mental Health, 1210 State Office Building. 65 South Front Street, Columbus, OH 43215.

March of Dimes. The National Foundation, Box 2000, White Plains, New York 10602 (or contact local chapter).

Filmstrips

AVID
  Beauty Shop
  Food Service, Boys and Girls
  Getting Along on the Job I,II,III,IV
  Grill Boy
  Health and Hygiene
  Housekeeping, Boys and Girls
  How to Buy Wisely
  Laundry Work
  Making a Budget
  Money and You
  Restaurant Helper
  Safety at Home
  Taking Care of Your Family
  Using the Telephone I,II,III,IV
  Waitress
  What Makes a Home
  Words in Hospital Work
  Working in a Hospital
  Working in a Laundry
  Working with People

Avon Education Services, Avon Products, 30 Rockefeller Plaza, New York, New York 10020. "A Queen's ABC to Beauty."

Coronet Films, 65 East-South Water Street, Chicago, Illinois 60601. "Beginning Responsibilities, Other People."

Eye Gate, 146-01 Archer Avenue, Jamaica, New York 11435.

ABC's of Getting and Keeping a Job
Are You Looking Ahead?
Being Safe
Dating Fundamentals
Families in Action
First Aid Series
Getting to Know Me
Good Health and You
Guidance for the Young
How to Use Your Checkbook
Job Opportunity Series
Life Begins
Little Things That Count
Manners Make a Difference
Making a Better You
Making Friends is Easy
Me, Myself and I
Occupational Education
Our Wonderful World
School Cafeteria Worker
Some Neighborhood Workers
Stocker in a Supermarket
The ABC's of Getting and Keeping a Job
The Gas Station Attendant
The Problems With Parents
The Waitress
Understanding the Community
Understanding the City
Values
Values and Attitudes
Where Does It Come From?
Why Do We?
Workers for Public Welfare
Would You Like Hospital Work?

Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570.

And They Lived Happily Ever After
Babysitting, the Job, the Kids
Job Attitudes

Jobs and Gender
Somebody's Cheating
The Exploited Generation

Household Finance Corporation. Money Management Institute, Prudential Plaza, Chicago, Illinois 60601. "Your Money and You."

J.C. Penney Co., Consumer Relations Department, 1401 Avenue of the Americas, New York, New York 10010. "Homes for People."

Pillsbury Co., Department 205, Box 1408, Minneapolis, Minnesota, 55460. "Breakfast for B.J."

Proctor and Gamble Teaching Aids, 2261 Spring Grove Avenue, Cincinnati, Ohio 45214. "Household Helpers."

Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

Achieving Success in the World of Jobs
Critical Areas of Health
Dating Problems of Young Teens
Department Store (Job Opportunity Series)
Family Problems of Young Teens
Hospital Helper
Learning to Use the Sewing Machine
Popularity Problems of Young Teens
Requirements in the World of Work
Restaurant
Safe Home - Safe Living
Supermarket
The Homes We Live In
The Intermediate Way Health Set
What Good Is School?

Swift Company, Public Relations Department, 115 West Jackson Boulevard, Chicago, Illinois 60604. "Food for Life."

Cards, Mats

Ed-Mats (Vegetable, Fruit, Food, Table Setting)
Educational Performance Associates
Ridge Field, New Jersey

Electronic Futures, Inc.
Division of KMS Industries, Inc.
57 Dodge Avenue
North Haven, Connecticut 06473

"Coins, Bills, Change"
"The Store"

Equipment

ABC School Supply
437 Armour Circle, NE
P.O. Box 13084
Atlanta, Georgia 30324

Childcraft
964 Third Avenue
New York, New York 10022

Lacing Board ($3.95)
Buttoning Jacket
Top Doll House ($23.50)
Zipper Board ($3.95)
Button Board ($3.95)
Snap Board ($3.95)

John Hibin and Sons
188 Garden Street
Bridgeport, Connecticut 06605

Double Ring Training Scissors

Agencies and People

National and Regional

American Association on Mental Deficiency
5201 Connecticut Avenue, NW
Washington, D.C. 20015

American Psychological Association
1200 17th Street, NW
Washington, D.C. 20036

Association for the Help of Retarded Children, Inc.
420 Lexington Avenue
New York, New York 10017

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

National Association for Brain Injured Children
1617 E. 7th Street
Brooklyn, New York 11215

National Association for Retarded Children, Inc.
420 Lexington Avenue
New York, New York 10017

National Association for Retarded Children
2709 Avenue E. East
P.O. Box 6109
Arlington, Texas 76011

National Association of Retarded Citizens
2709 Avenue E. East
P.O. Box 6109
Arlington, Texas 76011
Call 1-817-261-4961

National Association of Sheltered Workshops
and Homebound Programs
1522 K. Street, NW
Washington, D.C. 20005

Special Education IMC/RMC Network
Department of Special Education
933 High Street
Worthington, Ohio 43085

Rehabilitation Services Commission (Ohio)

Director - 4656 Heaton
Columbus, Ohio

District Office (Columbus)
3333 Indianola
Columbus, Ohio 43214

State

Ohio Association for Mental Health
50 West Broad Street
Columbus, Ohio 43215

Ohio Association for Retarded Citizens, Inc.
8 East Long Street
Columbus, Ohio 43215
Call 1-614-228-6689

Ohio Coalition for the Education
of Handicapped Children
63 1/2 E. Gay Street
Columbus, Ohio 43215

Ohio Community Mental Health and
Retardation Association
145 E. Livingston Avenue
Columbus, Ohio 43210

Nisonger Center for Mental Retardation
1580 Cannon Drive
Columbus, Ohio 43210

Ohio Department of Education
Division of Special Education
933 High Street
Worthington, Ohio 43085
Call 1-614-466-2650

Research Centers

Arizona State University
I.D. Payne Laboratory
Tempe, Arizona 85201

Case Western Reserve University
Mental Development Center
11105 Euclid Avenue
Cleveland, Ohio 44105

City University of New York
Regional Special Education Center
2090 Seventh Avenue
New York, New York 10027

Columbia University
Research and Demonstration Center for Education
of Handicapped Children and Youth
525 West 120th Street
New York, New York 10027

Maimonidas Institute for Exceptional Children
34-01 Hott Avenue
Far Rockaway, New York 11691

Regional Instructional Materials Center
for Handicapped Children and Youth
213 Erickson Hall
East Lansing, Michigan 48823

University of Kansas
Special Education Instructional Materials Center
Hodder Hall
Lawrence, Kansas 66044

University of Kentucky
Regional Special Education Instructional Materials Center
730 South Limestone Street
Lexington, Kentucky 40506

University of Minnesota
Research and Development Center in
Education of Handicapped Children
Pattee Hall
Minneapolis, Minnesota 55455

University of Northern Colorado
Rocky Mountain Special Education
Instructional Materials Center
Greeley, Colorado 80631

University of South Florida
Institute on Exceptional Children and Adults
4202 Fowler Avenue
Tampa, Florida 33620

University of Texas
Special Education Instructional Materials Center
304 West 15th Street
Austin, Texas 78701

Yeshiva University
55 Fifth Avenue
New York, New York 10003

Hearing Impaired

Deaf and Hard of Hearing

Definitions

1. Deaf--is one who is born with, or acquires prelingually, a hearing loss so severe that speech and language cannot be learned through hearing.
2. Hard of hearing--is one who is born with or acquires a hearing loss which may range from mild to severe and whose speech and language, though imperfect, are learned through normal channels. Those with impaired hearing may be classified as follows:

   Class 1. A Mild hearing loss refers to a person who will experience difficulty hearing faint or distant speech. The individual's speech pattern may be unremarkable or reflect only minor distortions and omissions.

   Class 2. A Moderate hearing loss impairs the person's ability to follow conversation of normal intensity levels at a distance of more than 3-6 feet from the speaker. This child's speech usually has noticeable articulation errors, particularly in consonant sounds such as sue, shoe, and cheer.

Class 3. A Moderately Severe loss means a person cannot follow conversation unless it is loud and very close. The child will not function in group work and will probably have limited vocabulary and language skills.

Class 4. A Severe hearing loss means a person cannot follow conversation although simple words may be heard at a distance of about 1 foot and some loud environmental noises may be heard.

Class 5. A Profound hearing loss may react on occasion to very intense sound. This person cannot rely on hearing for communication even with hearing aids, and is usually trained by specialists in deaf education.

3. Deafened--is one who acquires a hearing loss after speech and language have been well established.

Characteristics

1. May possess defective speech and language skills.

2. May not understand or misinterpret spoken word if the student has audio-discrimination difficulties.
3. Wide range of intelligence-high to low.

Special Considerations for Teaching/Learning

1. Use preferential seating. The student should be close enough to the center of major activity to speechread. The light should be on your face, not on the student's face.
2. Arrange for a "note-taker."
3. Make the student responsible for getting the daily assignments.
4. Ask the student to repeat if the speech is not understood.
5. Expect the student to participate in academic and social activities. Call on the student to answer questions. Give the hearing impaired student responsibilities in the classroom.
6. Contact the student's referring teacher, counselor or parents if the student is not adequately prepared for class.
7. Teacher should articulate naturally as exaggerated speech movements detract from the meaning of the content. Talk a little more slowly, clearly, and dis-

tinctly but not more loudly.

8. Allow the student to move about the room freely in order to secure the best vantage point for hearing.
9. Get the attention of the handicapped before giving instructions. Do not talk while turned away.
10. Using different words is more effective than verbatim repetition when rephrasing a new idea. (This is particularly helpful to the hard of hearing student.) The student may have missed a word or two in the original statement but, when rephrased, perhaps the meaning may be grasped more quickly.
11. Classmates need to be oriented to the hearing impaired student's problem. (If they are aware of the special needs, they will be more willing to use a little extra effort to make certain the student hears everything.)
12. The hearing impaired student should be included in extra-curricular activities whenever possible so that a feeling of belonging to the group is established.
13. Seek assistance from specialists since the education of the deaf student requires more specialized skills than for any other teaching area.
14. Try to reduce the noise level in the classroom. The student with a hearing problem is usually not able to

tune out environmental noise and to focus on important sounds.

15. Try to keep your hands away from your face when talking. Keep gestures to a minimum as you speak unless they are specific signs which the student understands.
16. When giving directions, it is best to stand 18 inches to 3 feet away from the student.
17. After giving directions question the student to be sure directions are understood. It is best to ask questions that require specific information (rather than yes/no answers), or to have the student repeat directions.
18. Use as many visual aids as possible.
19. Learn some basic sign-language and fingerspelling skills.
20. Don't talk while writing on the board or while walking around the room with your back to the students.
21. Give the hearing impaired student every opportunity to use residual hearing and lipreading skills.
22. Make frequent use of an overhead projector. You will be able to provide the necessary written information and be facing the entire class while speaking.
23. Be at ease when speaking to these students about their hearing loss. There will be things that need to be discussed so do not fear discussing the problem with them.

24. Although these students become tired from the strain of speech reading, using residual hearing, and trying to keep up with the oral discussion in the class, expect them to complete assignments.

25. Evaluate and grade the students according to what they earn, no differently than you would evaluate other youngsters.

26. If a student wears a hearing aid, make sure that the earpiece fits properly, that the student uses the aid when it is needed, and that the aid is turned off if background noises become distracting or disturbing for the student.

Hearing Impaired Resources

Books

Alexander Graham Bell Association for the Deaf. "The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary and Secondary Years; A Guide for the Classroom Teacher and Administrator," 1974.

Calvert, Donald R. Speech and Deafness: A Text for Learning and Teaching. Graham Bell Association for the Deaf.

Dale, D.M. Deaf Children at Home and at School. Springfield, Illinois: Charles C. Thomas Publishers.

Hardy, Richard E. Thomas. Educational and Psychosocial Aspects of Deafness, 1974.

Katz, Lee. The Deaf Child in the Public Schools: A Handbook for Parents of Deaf Children. Interstate, 1974.

Nix, Gary W. Mainstreaming Education for Hearing Impaired Children and Youth. Grune and Stratton, 1976.

Audio-Visual Materials

Special Education Regional Resource Center (see list of Ohio Centers)
- Careers
- Economics
- Personal and Family Management

Agencies

Alexander Graham Bell Association for the Deaf, 3417 Volta Place, N.W. Washington, D.C. 20007 (Materials and information on the Oral Approach.) Call 1-202-337-5220.

Convention of American Instructors of the Deaf, 5034 Wisconsin Avenue, N.W., Washington, D.C. 20016.

National Association of the Deaf, 814 Thayer Avenue, Silver Springs, MD 20910. Manual Alphabet Cards available as well as other materials and information on Total Communication. Call 1-301-587-1788.

Ohio State School of the Deaf, Academic Department, 5007 Morse Road, Columbus, OH.

Social Services Agencies for Each Community.

Vocational Guidance and Rehabilitation Service, 2239 East 55th Street, Cleveland, OH.

Volta Bureau, 3417 Volta Place, N.W., Washington, D.C. 20007.

Brochures

Guide to College/Career Program for Deaf Students, Washington, D.C.: Gallaudet College and the National Technical Institute for the Deaf (NTID), Gallaudet College.

"This Child Has Been Framed" - Understanding Deafness. Quota International, Inc., 1145 19th Street, N.W., Washington, D.C. 20036.

Article

R. Haslam, M.D., and Vallotutti, P., Ed. D. "Medical Problems in the Classroom." Teacher Awareness of Hearing Disorders. Baltimore, Maryland, 1975, pp. 39-40.

Orthopedically or Other Health Impaired

Definitions and Identification

Physical handicap signifies a barrier to accomplishing a goal due to some physical defect or dysfunction. A physical imperfection may not be a handicap if the individual's goal can still be reached.

The physically handicapped are those with problems in coordination, perception, cognition, and mobility (Kirk, 1970).

Neurological Disorders:

1. Cerebral Palsy is a motor disability caused by a lesion of the brain which results in loss or impairment of motor functioning. In addition, the majority have associated conditions such as mental retardation, sensory losses of sight and hearing, speech impairment, as well as perceptual and behavioral disturbances.
    a. Spasticity - is a jerky, uncontrolled movement with spasmodic muscle contractions, caused by over-reaction of muscles to physical or psychological stimulation.
    b. Athetosis - is uncontrollable, jerky movements with no rhythm or sequence in movement. Finer movements are often harder than gross ones.
    c. Ataxia - is the inability to coordinate fine or gross motor movements.

2. Epilepsy (convulsion or seizure) terms are used to describe a wide variety of disorders due to many different causes.

    a. Grand mal - sudden loss of consciousness with violent twitching movements and rigidity of arms and legs.

    b. Petit mal - characterized by brief lapses of speech and fluttering of the eyelids. Individual does not lose consciousness.

3. Anterior Poliomyelitis is the permanent residual paralysis in a variety of degrees. Paraplegics are paralyzed from the waist down; triplegics are affected in three limbs; and quadraplegics are affected in all four limbs.

4. Spina Bifida is a birth defect in which the bony elements of the spine have not made complete closure leaving an opening in the neural tube which can be corrected by surgery. If the patient has hydrocephalis, intellectual deviation may occur. Frequently, paralysis of the legs and lack of bowel and sphincter control result from spina bifida.

5. Arthritis is a chronic progressive disease causing pain and swelling in the body joints. Rheumatoid arthritis affects the entire body and is seen more in the younger age group.

6. Muscular Dystrophy is a progressive muscle disease of the

voluntary muscles. Muscle fibers are replaced by fatty tissue causing weakness of the muscles. Keeping as active as possible prevents deterioration of unused muscles.

7. Cardio-vascular Disease can be caused by rheumatic fever, hypertension, congenital anomalities or syphilis which result in heart and circulatory disorders. Physical capacity is dependent upon strength, skill, endurance, and emotional tension.

8. Posture Defects

   a. Scoliosis - is a lateral curvature of the back. One common sign is a high shoulder or high hip. Upper back may be more prominent on one side. Special casts or braces may be worn.

   b. Lordosis - is accentuation of lumbar curve. Permanent decrease in spine flexibility. Clothing construction problem.

9. Accidents Which May Cause Handicaps

   a. Burns - Cosmetics and clothing will likely require special considerations in selection. Scar tissue contractures may restrict movement. Splints and braces may be worn.

   b. Amputation - A unilateral upper extremity amputation inflicts a serious psychological trauma as well as a physical one. Once adjusted to the situation, an individual can function very well. The site of the amputation may vary over the entire arm with a corresponding variation in the usefulness of the remaining portion. The removal of a hand leaves a very functional arm which can be useful in many ways for holding operations, whether or not a prosthetic appliance is used.

10. Other Chronic Illnesses Which May Impair Performance of the Student

    a. Diabetes

    b. Chemical imbalance

    c. Asthma and other allergies

    d. Cystic fibrosis

    e. Heart disease

    f. Kidney disease

Special Considerations for Teaching/Learning Strategies

It is very important that all educators realize that handicapped children differ very little from their "non-handicapped" counterparts relative to social, emotional, and physical needs; therefore we must keep in mind that they are people first and then handicapped. However, orthopedically handicapped students are usually slower moving, some use a different mode of traveling, and as a result often need more time getting from class to class. Furthermore, some, due to physical limitations need more time getting coats on and off and some may also need more time getting to and from the bus.

1. Contact parents, doctors, social agencies for specific guidance for the particular set of circumstances. Specifically teachers should be aware of the following:

    a. Postural difficulties associated with a particular handicap.

    b. Warning or signs of medical problem flareups.
    c. Immediate measures to be taken when problems occur.
    d. How to help other students understand the nature of handicapping conditions.

2. Use student aides, volunteers, itinerate teachers, and special education personnel's cooperation.

Specific Objectives

1. To develop independence and competence in performing homemaking skills by adaptations in the physical environment.
2. To provide vocational home economics skills training with modifications for medical, health or physical reasons.
3. To develop a positive self-concept.
4. To develop good work attitudes.
5. To establish realistic and achievable goals within the restrictions of the physical activity.

Classroom Adaptations and Specialized Equipment

Since students and their respective disabilities vary, it is most difficult to state exact procedures that must be followed to insure successful integration into a regular classroom for orthopedically handicapped students. Please keep this in mind while reading the following list of suggestions.

1. Attach crutch straps to the back of desks-crutches on the floor are dangerous for all concerned.
2. Use open front desks for those students who have the use of just one hand.
3. Wheelchair tables for those who are wheelchair bound.
4. Adjustable tables-large sized wheelchairs will not go under a standard table.
5. Clip boards-help keep papers in place for students with use of one hand.
6. Storage space for walkers and crutches.
7. Storage space for wheelchairs-some students get out of chairs and use conventional desks.
8. Tape recorder for note taking.
9. Protective helmets for students who have difficulty maintaining balance.
10. Electric typewriters-some handicapped students are unable to use a standard typewriter.
11. The buddy system should be used during fire drills-students in wheelchairs need pushers, and slow walkers may need roller chairs if building is to be evacuated efficiently.

Lavatory Facilities

1. Grab bars should be installed around one commode.
2. Foot and hand controls on at least one sink.
3. Private facility for students with ostomy bags.
4. Private facility for wheelchair students.

Other Special Considerations

1. In the cafeteria, students in wheelchairs as well as those using walkers or crutches need help going through the line.
2. When planning a field trip, check the facility to be visited for accessibility; that is wide doorways and ramps for wheelchairs, and always check the lavatory facilities. Also, students in wheelchairs should be assigned pushers, and it is always wise to take an extra wheelchair for those who tire easily.
3. Teachers working with students who wear braces should be instructed as to locking and unlocking braces. Teachers should also be taught how to assist children who need help getting in and out of their desks, and how to lift those who fall.
4. The non-handicapped students should have some understanding of the problems faced by the handicapped student.

Analysis of the Laboratory/Appliances for Use by the Orthopedically Handicapped

Name:
Date:

Appliance______________________ Mfg._____________________ Description:____
Model No.______________ Year____________ Watts_____________ Instructions for use consulted_______________________

Patient restriction:	Wheelchair	Limited Reach	Crutches	Energy Limited	One Handed	Bi-lat. weak	Vision Loss	
Handles, location grasp design								
Door(s), Operation Hinge positions Ease opening, closing								
Controls, location design								
Loading or use arrangement								
Safety features UL approved Grounding Provision								
Maintenance								
Additional Features Timers, Appliance Outlet, Light in Oven or unit, Other								
Precautions in use								
Flexibility for installation								
Would this appliance be a good choice for a person with this restriction?								
Can you suggest a better choice than the models evaluated?								

The Orthopedically Handicapped Resources

Books

Bleck, Eugene E., M.D.; and Negal, Donald A., M.D.; Physically Handicapped Children: A Medical Atlas for Teachers. Gruen and Stratten. (1975)

Cerebral Palsy: A Developmental Disability. Edited by Cruickshank, William M.

Rights Handbook for Ohio's Physically Handicapped. Easter Seal Society of Ohio, 5 North Broadleigh Road, Columbus, Ohio 43209.

Stein, Sara; About Handicaps. Walker and Company, (1974).

Wolf, B.; Don't Feel Sorry for Paul. Lippincott, (1974).

Pamphlets and Reports

A Severely Handicapped Homemaker Goes Back to Work in Her Own Kitchen. New York: Institute of Physical Medicine and Rehabilitation, New York University Medical Center.

Assistive Devices for the Handicapped. Minneapolis: American Rehabilitation Foundation, Kenney Rehabilitation Institute.

Burton, A. and Trotter, V. Homemaking Unlimited Series. Lincoln, Nebraska: University of Nebraska and Nebraska Heart Association.

Chasin, J. and Saltman, J. The Wheelchair in the Kitchen. Paralyzed Veterans of America, Inc., 7315 Wisconsin Avenue, Washington, D.C.

Homemaking Aids for the Disabled. Minneapolis, Minnesota: American Rehabilitation Foundation, Kenney Rehabilitation Institute, #710.

Household Hints for the Handicapped Homemaker. Pittsburgh, Pennsylvania: Harmarville Rehabilitation Center.

Jeffrey, D. *A Living Environment for the Physically Disabled*. Chicago: National Easter Seal Society. (Reprint #A-238)

Niederfrank, E. *Helping the Handicapped in Rural Areas*. Washington, D.C.: USDA, Office of Information, Federal Extension Service, PA-860.

Young Homemakers at Work (A Series). Palo Alto, California: Pacemaker Books; Fearon Publishers, Lear Siegler Inc., Educational Division, 2615 Park Blvd., 943-6.

The Crippled Child. Chicago: National Society for Crippled Children and Adults, 2023 W. Ogden, 60612.

Catalogs

Cleo Living Aids Catalog. 3957 Mayfield Road, Cleveland, Ohio 44121.

Fred Sammons. "Be O.K." Self-Help Aids Catalog. Box 32, Brookfield, Illinois, 60513.

J.A. Preston Corp. Catalog. 71 Fifth Avenue, New York, New York 10003.

Rehabilitation Equipment, Inc. Catalog. 175 E. 83rd Street, New York, New York, 10028.

Scully Walton Catalog. 505 E. 116th Street, New York, New York 10029.

Shalik's Rehabilitation Aids Catalog. Box 612, Tamiami Station, Miami, Florida, 33144.

Trujillo Industries Catalog. Box 217, San Clemente, California, 92672.

Velcro Products Catalog. 160 Gilbert Street, Fullerton, California, 92633.

Games

All games can be ordered from Gillum Book Company, P.O. Box 4504, Kansas City, Missouri, 64124.

Color Bingo (50 questions)
G14 ($5.00) - color harmony and color uses.

Color Crossroad (60 question and answer cards)
G 25 ($4.00) - basic colors, harmonies, shades, tints, etc.

Decorating Bingo (50 questions)
G 15 ($5.00) - home arrangement and decorating.

Food Crossroads (60 question and answer cards)
G 22 ($4.00) - comparative food values and balanced diets.

Nutri Crossroads (60 question and answer cards)
G 21 ($4.00) - all phases of basic nutrition.

Nutri Bingo (50 questions and 5 categories)
G 11 ($5.00) - proteins, carbohydrates, fats, minerals, vitamins.

Sewing Bingo (50 questions and 5 categories)
G 12 ($5.00) - sewing machine (electric), sewing accessories techniques, patterns, stitches.

Sharp Shopper
G 99 ($5.00) - this game is a no preparation way to teach consumer education from basic instruction through the post-test levels.

Textile Bingo (60 questions and 5 categories)
G 13 ($5.00) - fibers, weaves, fabrics, finishes, general textiles.

Textile Crossroads (75 question and answer cards)
G 24 ($4.00) - basic textiles includes new manmade fibers.

Audio-Visuals

Films

Audio Visual Service, Colorado State University, Ft. Collins, Colorado 90521. Available at $4.00 per film.

A Home Designed for Active Lives in Wheelchairs (10 min., color, silent) $60.00 as film or $15.00 in slide form.

A Look at Homes for Living (20 min., black and white, sound).

The Best Things in Life (25 min., 16 mm., color, sound).

Where There's A Will (28 min., 16 mm., color, sound).

Work Simplification Demonstrated by a One-Handed Mother in Bathing a Baby (17 min., 16 mm., color, sound).

Work Simplification Demonstrated by a Wheelchair Mother Preparing a Formula (12 min., 16 mm., color, sound).

Videotapes

Homemakers Limited Program, University of Minnesota, AV Services, Agricultural Extension Services, St. Paul, Minnesota 55101.

The following are 30 minutes long, 16 mm., black and white, unedited with sound tapes.

A Hazard-Free Home--the Key to Safe Living.

Keys to Easier Homemaking.

Everything in Its Place--the Key to Easy Housekeeping.

Fashions for Function--the Key to Independence.

Streamlined Preparation--the Key to Easy Meals.

Team Work--the Key to Family Understanding.

Understanding Your Energy--the Key to Better Living.

Filmstrips and Cassettes

Self Care Series:

Female
Male
Interpretative Education, Division of Illinois Envelope Co.,
400 Bryant Street, Kalamazoo, Michigan 49001, 1973

Different Ways to Prepare Potatoes Using One Hand (9 min., black and white, silent), $50.00.

Everything in Its Place (10 min., black and white, sound).

Functional Clothing (15 min., black and white, sound).

Good Food in Less Time (8 min., black and white, sound).

I Want to Dress Myself (6 min., black and white, sound).

Storage That Works for You (20 min., black and white, sound.).

This Kitchen Says Please Be Seated (9 min., color, silent). $60.00 for film, $12.00 for 32 slides.

Time on Your Hands? (21 min., black and white, sound).

Governor's Committee on Employment of the Handicapped from the Presidents Committee on Employment of the Handicapped. Washington, D.C. 20420.

Architectural Barriers.
Sound the Trumpets (22 minutes).

National Medical Audio-Visual Center (Annex). Station K, Atlanta, Georgia 30324.

Research and the Handicapped Homemaker (43 minutes), excellent #M-2239-K.

The Homemaker with Arthritis (20 min.).

The Homemaker with Incoordination (28 min., color, sound).

The Homemaker with the Use of One Hand (28 min.).

School of Home Economics, University of Connecticut, Stoors, Connecticut.

An Approach to Work Simplification for Handicapped Homemakers (18 min., 16mm., color, sound).

Principles of Motion Economy Illustrated by Handicapped Homemakers (18 min., 16 mm., color, sound).

Children with Handicaps Series: Parent's Magazines. Special Educational Sound and Color Filmstrips. New York: Parents' Magazines Films Inc., 52 Vanderbilt Avenue, 10017.

Agencies and People

National

American Occupational Therapy Association, 251 Park Avenue, South, New York, New York 10010.

American Orthotics and Prosthetics, 919 18th Street, N.W., Washington, D.C. 20006.

American Physical Therapy Association, 1740 Broadway, New York, New York 10019.

Campbell Soup Fund. Institute of Rehabilitation Medicine, New York University Medical Center, 400 East 34th Street, New York, New York 10016.

Federation of the Handicapped, 211 West 14th Street, New York, New York 10011.

Institute of Physical Medicine and Rehabilitation, New York University-Bellevue Medical Center, 400 East 34th Street, New York, New York 10016.

International Society for Rehabilitation for the Disabled, 219 East 44th Street, New York, New York 10017.

Muscular Dystrophy Association of America, Inc., 1810 7th Avenue, New York, New York 10019.

National Association of the Physically Handicapped, Inc., Box 707, Washington, D.C. 20044.

National Committee for Careers in Vocational Rehabilitation, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036.

National Paraplegia Foundation, 333 N. Michigan Avenue, Chicago, Illinois 60801.

National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois, 60611.

Sister Kenny Institute, 1800 Chicago Avenue, Minneapolis, Minnesota 55404.

The Arthritis Foundation, 1212 Avenue of the Americas, New York, New York 10036.

The National Easter Seal Society for Crippled Children and Adults, 2023 Ogden Avenue, Chicago, Illinois 60612.

United Cerebral Palsy Association, Inc., 321 West 44 Street, New York, New York 10036.

United Epilepsy Association, Inc., 111 West 57th Street, New York, New York 10019.

Vocaticnal Rehabilitation Administration Department of Health, Education and Welfare, Washington, D.C. 20201.

State

Director (Ohio)
Bureau of Vocational Rehabilitation
4656 Heaton Road
Columbus, Ohio 43229

Local

United Fund
Family Services
Health and Rehabilitative Services
Youth Services

University

Department of Exceptional Children

Curriculum Guides

Redick, Sharon. *The Physically Handicapped Student in the Regular*

Home Economics Classroom: A Guide for Teaching Grooming and Clothing. Danville, Illinois: The Interstate Printers and Publishers, Inc., 61832.

Redick, Sharon. *The Physically Handicapped Student in the Regular Home Economics Classroom: A Guide for Teaching Nutrition and Foods*. Danville, Illinois: The Interstate Printers and Publishers, Inc., 61832.

Redick, Sharon. *The Physically Handicapped Student in the Regular Home Economics Classroom: A Guide for Teaching Housing and Home Care*. Danville, Illinois: The Interstate Printers and Publishers, Inc., 61832.

It is suggested for a more complete bibliography, consult the references and resource sections in each of the above guides.

Visually Impaired Students
(Blind and Partially Seeing)

Definitions

1. Visually impaired (Ohio) - individual has visual acuity of 20/70 or less in the better eye after correction or cannot read 18 point print.
2. Legally blind (Ohio) - individual has visual acuity of 20/200 or less in the better eye after correction; can only see at 20 feet what normal person sees at 200 feet).
3. Partially sighted - individual has a visual acuity of 20/70 in the better eye after correction but is still legally blind.

Identification

1. Usually observed in routine health examinations by physicians or school nurses.
2. Inability or difficulty in reading print, or necessity for very heavy lenses may be cues to investigate whether there is a need for special considerations.

School Considerations for Teaching/Learning Strategies

1. Adapt instruction in such a way that the student may develop concepts through the functioning senses.

a. Touch
    (1) experiences
    (2) braille
b. Hearing
    (1) speaking
    (2) taped references

2. Include in instruction those extra considerations which are needed for the visually impaired student to mentally visualize what is in the immediate environment.
    a. Identify persons in the room.
    b. Identify yourself and fellow students until voices become familiar.
    c. Tour the classroom and inform the student if rearranging the equipment.
    d. Give specific directions for locating materials or objects, not general, as "over there."
    e. Give descriptions which include non-visual characteristics, such as size, weight, height, texture or shape.
    f. Give locations by referring to locations on the face of a clock.
    g. Orient classmates to problem and techniques to involve the hearing impaired student.

3. Consider that social, emotional, academic, and personal needs are the same as for peers. This includes discipline and fun.

4. Use voice tones to indicate approval or disapproval. Use tactual praise-a pat or a hug.
5. Check student's records for background information. Talk with parents to gain information and knowledge of their support. Is eye condition changeable or progressive? Are there any restrictions for physical education?
6. Use "look" and "see" when you talk with the student. Speak directly to the student in a normal tone of voice.
7. Allow and help the student to find the best seating in the room. (Window glare is bad for some and some see better in a shadowed area).
8. Observe, and confer with the student, to decide whether to use regular or large print.
9. Allow freedom (with agreed-upon limits) to move around room-to see model or check copy on chalkboard.
10. Verbalize more, especially when writing on chalkboard or using the overhead.
11. Pair the student with a "regular" student for needed aid. Consider a carbon copy of board work or notes. Allow extra time (up to 50%), for work if the student needs it.

12. Use a large print typewriter for dittoes, etc.
13. Prepare clear copy. Use sharp contrast.
14. If material needs to be larger than primary type, use a flair pen and manuscript writing (less visual distraction).
15. Use portable, slant desk top to bring top of book within range of vision.
16. Continually develop concepts by using models, comparison, or demonstration. Use real money.
17. Teach how to hold a pencil in handwriting. (By pattern if necessary. A blind student needs at least a legible signature).
18. Include student for movies or filmstrips. Reinforce or add information later.
19. Allow student to use low vision aids (magnifier).
20. Give student smaller assignment, if concept is understood.
21. Use readers and tapes, particularly cassette. (Prepared by volunteers or from a major public library, division for physically handicapped).
22. Help student to set up a good note-taking system. Student should learn how to organize notebook.
23. Arrange for student to learn typing. (Regular method-do not use vision).

24. Permit use of tape recorder, typewriter, or braille writer in classroom.

25. Adapt materials and games. (Cord on checkerboard and tape on one color of checkers.)

26. Discuss problems as they arise-the student will help with situations, and your frustration, as they arise.

27. Encourage student's independence. Permit participation in all phases of school life-within practical limits. Use common sense.

28. Bringing attention to student's deficiency can be overdone. Some teasing can be an asset (especially with peer group.)

29. Make sure that adequate light is always available. The partially sighted find it difficult to sit in dimly lit rooms and this can interfere with their temperament as well as their ability to perform.

30. Provide a reading stand to hold large and heavy books.

31. Modify references with much visual imagery for the student who has been blind from birth and has no visual imagery at all.

Orientation and Mobility

The ability of a visually impaired person to move within the environment with safety, awareness, and ease.

Practical suggestions for the classroom teacher in working with visually impaired students:

1. Thoroughly familiarize the visually impaired student with the layout of the school building, e.g., the location of classrooms, the halls, the lavatories, the playground, the cafeteria, and all exits.
2. Make sure that the visually impaired student knows the location of all stairways and can approach and navigate them safely.
3. Guide the student in areas or at times when the student can't travel alone, by having the student take your arm or simply accompany the student. Avoid at all times steering, pushing, or pulling the student. Instruct student guides also to use the sighted-guide technique.
4. Assign a reliable sighted student to act as a guide for the visually impaired student during fire drills and other emergencies.
5. When the visually impaired student has to travel to several different classrooms for various subjects, assign a guide from each class to walk with (not "take") the student to the next class until the student knows the building well enough to move about safely alone.
6. If the halls are congested during the change of class (as in high school), allow the visually impaired student to leave class a few minutes early so that the

student arrives at the location of the next class before the bell rings.

7. Instruct the visually impaired student in the use of stationary objects as direction-takers to facilitate moving from one area to another in the classroom or building.

8. Be specific in giving directions to a visually impaired student. Gestures and vague directions, such as, "over there", "that book", "come here", will not be meaningful, especially to a totally blind student, and could be a source of frustration and embarrassment.

9. Encourage the student to be aware of what's going on through the use of the 4 senses, including residual vision, if any, by subtly calling attention to the sounds, textures, spatial arrangements, etc. present in the school environment.

10. Include the visually impaired student in all games and physical activities in which the class participates when at all possible. A variation in technique, equipment, or procedure may be necessary.

11. Secure information on the student's eye condition from the parents, opthalmologist, and/or physician to determine if physical activity would be harmful to the eye condition and to understand the type of functioning

that can be expected with the existing residual vision, e.g., depth perception.

12. Relax and get to know the visually impaired student first as a person-a person who may not be able to see as well as the other members of your class, but who can participate in the full academic and socialization process.

Suggestions From a Blind Individual

1. Do not pity the individual.
2. Expect the student to be as independent as possible, don't allow more dependency than is necessary.
3. Realize that the person with a cane, or dog, probably has had mobility training and would not be out in public if not confident of being able to get around.
4. It's up to the person; a handicap is what one makes it.
5. The visually impaired person is not necessarily deaf nor mentally retarded. Don't shout when talking to the person. Expect the person to have normal intelligence unless it has been determined otherwise.
6. When helping a visually impaired person, do not grab hold. Ask if help is needed, and let the handicapped person tell you how you can help.

Examples of Laboratory Adaptations for the Visually Handicapped

Although limited funds are available for modification of existing facilities and for purchase of educational supplies and equipment, many pieces of equipment and educational techniques can be modified by the classroom teacher assisted by the handicapped student and home economics class. Once the basic production/utilization problem is identified, group creativity can be directed toward a solution. Modification of the instructional environment should be based upon sound understanding of basic architectural and safety factors.

The following list demonstrates the types of adaptations which can be readily made to aid instruction of the blind.

Kitchen

1. Place a damp spongecloth between a mixing bowl and counter to anchor the bowl while the mixture is being stirred.
2. Stabilize a wooden cutting board to the counter by placing suction cups underneath the cutting board.
3. Use stainless steel nails to hold food in place on the cutting board.

4. Add two strips of wood around the corner of the cutting board to form a right angle to hold bread steady for buttering.
5. Build up handles of spoons, knives and other hand-held utensils for easier handling with Reston, an adhesive-backed foam rubber material.
6. Use long-handled barbecue tongs for reaching light-weight supplies from high shelves.
7. Use self-contained storage for knives and other sharp implements.

Sewing Lab

1. Mark iron settings with liquid solder.
2. Use patterns cut from tag board.
3. Mark grain lines on pattern with tape.
4. Allow student to place braille labels on frequently used articles.
5. Mark sewing machine throat with tape.
6. Cut indentations on seam gauges with a small handsaw.
7. Use a cork to anchor a needle which is being threaded with a wire threader.
8. Use wrist pin cushions.
9. Demonstrate sewing stitches with heavy twist thread in large scale.

10. Use masking tape to hold a zipper in place.

11. Emphasize returning equipment and supplies to the proper place.

12. Mark tape measures with staples placed perpendicular to every 12-inch marking or machine stitch on inch markings.

Visually Handicapped Resources

Books, Pamphlets and Guides--Student Use

Better Homes and Gardens Junior Cook Book. Louisville, Kentucky: American Printing House for the Blind, Inc.

Jones, S. *Kitchen Trade Secrets*. Philadelphia: Volunteers Service for the Blind, Braille.

Mirro-matic Pressure Cooker Cookbook. Maintowoc, Wisconsin: Mirro Aluminum Company, No. 550-2180, Braille.

The following materials (other than inkprint), produced by Library of Congress, Division for Blind and Physically Handicapped, are available through your regional library:

Allen, B. and Briggs, M. *Mind Your Manners*.

Archer, E. Let's Face It. *The Guide to Good Grooming for Girls of Color*.

Armstrong, N. *The Adolescent in Your Family*.

Betty Crocker's Talking Recipes. General Mills.

Bogert, J. *Nutrition and Physical Fitness*.

Bracken, P. *The I Hate to Cook Book*.
Appendix to the I Hate to Cook Book.

Carson, R. *Your New Baby*.

Casserole Cookbook. Culinary Arts Institute.

Complete Calorie Guide. Good Housekeeping Institute.

Food and Nutrition.

Food and Your Weight. U.S. Dept. of Agriculture.

Gilles, M. *How to Keep House*.

Gilpin, J. *Teaching Housekeeping to Blind Homemakers*.

Hewitt, J. New York Times Large Type Cookbook.

Hymes, J. The Child Under Six.

Infant Care. Children's Bureau, Dept. of HEW.

King, C. Personality 'Plus' Through Diets-Foodlore for Teenagers.

Klamking, C. If It Doesn't Work, Read the Instructions.

Lasser, J. and Porter, S. Managing Your Money. Tiffany and Co.

Lasser, J. and Porter, S. Table Manners for Teenagers. Tiffany and Co.

McJinsey, H. Art in Clothing Selection.

Sawyer, K. Beauty, Glamour and Style.

The Consumer's Union Report on Family Planning.

Universal Hazards and Safety. Topeka: State Dept. of Welfare, State Office Building.

Worth, H. Cooking Without Recipes.

Resources in H.E. for Blind Homemakers by Vera Dale and Susan Uhlinger. Supplement by Dr. Frances Smith; Resources in Home Economics for Blind Homemakers, Dept. WD, Massachusetts Association for the Blind, 200 Ivy Street, Brookline, Mass. 02146.

Books, Pamphlets and Guides--Teacher Use

Facts About Blindness. New York: American Foundation for the Blind, Inc.

How Does A Blind Person Get Around? New York: American Foundation for the Blind, Inc.

If Blindness Occurs. Morristown, New Jersey: The Seeing Eye, Inc.

Seeing to the Needs of Florida's Blind. Tallahassee, Florida: Florida Bureau of Blind Services, Division of Vocational Rehabilitation, Dept. of Health and Rehabilitative Services.

Summary Report of Symposium for Aging and Blindness. St. Petersburg, Florida: American Foundation for the Blind, Inc. (March), 1974.

Witsen, B. Perceptual Training Activities Handbook. New York: Teachers College Press, Columbia University.

Curriculum Guides

A Program Designed for the Visually Handicapped Homemaker. Public Service Company of Colorado, Home Service Department, 550 15th Street, Denver, Colorado 80202.

A Step-by-Step Guide to Personal Management for Blind Persons. American Foundation for the Blind, 15 W. 16th Street, New York 10011 (2nd edition), 1974.

Career Activities for the Blind. Director of Programs for Exceptional Children, Santa Cruz County Schools Office, 701 Ocean Street, Santa Cruz, California 95060.

Cooking Course for the Sightless. Home Economics Department, Pacific Gas and Electric Co., Room 2737, 77 Beale Street, San Francisco, California 94106.

Gilpin, J. Teaching Housekeeping to Blind Homemakers. Brooklyn Bureau of Community Services, 285 Schermerhern Street, Brooklyn, New York 11217.

Hints for Blind Housewives. The Royal Institute for the Blind. 224-6-8 Great Portland Street, London.

Pre-primer Cooking or Cooking Techniques for the Blind. Orientation Center for the Blind, 400 Adams Street, Albany, California 94706.

Techniques for Eating: A Guide for Blind Persons. Western Michigan University, School of Graduate Studies, Kalamazoo, Michigan 49001.

Catalogs

Aids and Appliances. (19th edition). American Foundation for the Blind, Inc., 15 W. 16th Street, New York, New York 10011, 1973-74.

Science for the Blind. 221 Rock Hill Road, Bala-Cynwyd, Pennsylvania 19004.

Self Help Items for Independent Living. Fashion Able, Rocky Hill, New Jersey 08553.

Library Services

(loaning books and materials for blind persons and visually impaired; list from Vision Center, N. High Street, Columbus, Ohio)

Summit County Society of the Blind
24 North Prospect Street
Akron, Ohio 44304

Philomatheon Society of the Blind
2810 Tuscarawas Street, West
Canton, Ohio 44708

Cincinnati Association for the Blind
2045 Gilbert Avenue
Cincinnati, Ohio 45202

Public Library of Cincinnati and
Hamilton County Library for the Blind
and Physically Handicapped
444 West Third Street
Cincinnati, Ohio 45202

Cleveland Public Library,
Braille and Talking Book Dept.
325 Superior Avenue
Cleveland, Ohio 44114

Cleveland Society for the Blind
1909 East 101st Street
Cleveland, Ohio 44106

Goodwill Industries of Dayton, Inc.
201 W. Fifth Street
Dayton, Ohio 45402

Center for the Sightless, Inc.
220 Oberlin Road
Elyria, Ohio 44035

Toledo Society for the Blind
1819-23 Canton Avenue
Toledo, Ohio 43624

Youngstown Society for the Blind
2246 Glenwood Avenue
Youngstown, Ohio 44511

Zanesville Goodwill Industries
108 Main Street
Zanesville, Ohio 43701

Audio-Visual Materials

Records

Allen, P. The Drama of Life. Physical changes of adolescence and information on dating.

Barnes, J. Starting from Scratch: A Guide to Home Decorating.

Betty Crocker's Talking Recipes. General Mills, Inc. 9200 Waygate Blvd., Minneapolis, Minnesota.

Social Graces. Changing Times.

The above records are available from the Library of Congress, Division of the Blind and Physically Handicapped, Washington, D.C., 20542.

Tapes

Frank, A. Babies by Choice or Chance. Library of Congress, Division for the Blind and the Physically Handicapped, Washington, D.C., 20542.

Slides

Home Economics. Cassettes/Slides. W.J. Hoppes, Superintendent of Schools, 1820 Washington Street, Fort Benton, Montana 59442.

Miscellaneous

American Printing House for the Blind, 1938 Frankfort Avenue, Louisville, Kentucky 40206. (Subscriptions to leading magazines recorded on disc tape or in braille.)

Home Eye Test for Pre-schoolers. National Society for the Prevention of Blindness, Inc., 79 Madison Avenue, New York, New York 10016.

Stanwix House, Inc., 3020 Shartiers Avenue, Pittsburgh, Pennsylvania 15204. (This company specializes in large print. They have literature, bibles, dictionaries, and textbooks.)

Central Ohio Radio Reading Service, Inc., 229 S. High Street, Columbus, Ohio 43215. (A radio is provided to hear 12-hour-a-day broadcasts providing a reading of a daily newspaper. Tips on rehabilitation and public agencies is provided.)

Equipment

Appliances, Instruction Booklets and Machines

Blender - Hamilton Beach
Instruction and cookbook, Braille Editor, Vision Center, Dept. WD, Atlanta, Georgia 30303.

Braille Control Knobs - G.E. Company, Range Dept. B, Dept. WD, Building 2, Room 210, Appliance Park, Louisville, Kentucky.

Caloric Ranges - Caloric Corp., Consumer Relations Dept. WD, Topton, Pennsylvania 19562.

Clothes Washers - Maytag Coded Controls and Speed Queen (control panels in braille and also for visually impaired), Speed Queen, Advertising Dept., Dept. WD, 15 W. 16th Street, New York 10011.

Frypan - Sunbeam, American Foundation for the Blind, Aids and Appliance Division, Dept. WD, 15 W. 16th Street, New York 10011.

Gas Oven - Robertshaw Controls, Service Manager, Dept. WD, New Stanton Div., Youngwood, Pennsylvania 15697.

G.E. and Hotpoint, Center for Consumer Products Recording, Associated Blind of Kentucky, Inc., Dept. WD, Box 306, Louisville, Kentucky 40201.

Husqvarna, A special sewing machine for people with impaired vision.

Microwave - controls and cookbook for Amana RR4 and RR4D, Amana Refrigeration, Inc., Public Relations Dept., Dept. WD, Amana, Iowa.

Osterizer Blender Spin Cookery Cookbook - Oster Corp., Public Relations Dept., Dept WD, 5055 N. Lydell Avenue, Milwaukee, Wisconsin 53217.

Pressure Cooker - Mirro Matic's, American Foundation for the Blind Aids and Appliance Division.

Radio and T.V. - G.E. (AC/DC G.E. Rechargeable Cassette Tape Recorder/Player), American Printing House for the Blind, Dept. WD, Box 6085, Louisville, Kentucky 40206.

Slow Cookers - Rival, Beth Shalom Sisterhood, Braille Committee, Dept. WD, 8831 Ensley Lane, Leawood, Kansas 66206.

Talking Books

Talking Books Dept., 814 W. 3rd Avenue, Columbus, Ohio 43212.

Agencies

National

National Consultative Voluntary Agencies

American Foundation for the Blind, Inc.
15 W. 16th Street
New York, New York 10011
Call 1-212-924-0240
Alphabet Cards, Films, Publications and Aids

Library of Congress, Division for the Blind
1291 Taylor Street, N.W.
Washington, D.C. 20542
Call 1-202-882-5500

National Federation of the Blind
Suite 212, Du Pont Circle Building
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036
Call 1-202-785-2974
Braille Cards, Literature and Information

National Industries for the Blind
1455 Broad Street
Bloomington Field, New Jersey 07003

National Society for the Prevention of
Blindness, Inc.
79 Madison Avenue
New York, New York 10016

Reading and Educational Materials

American Printing House for the Blind,
1839 Frankfort Avenue
Louisville, Kentucky 40206

Braille Circulating Library
2700 Stuart Avenue
Richmond, Virginia 23220

Braille Institute of America, Inc.
741 N. Vermont Avenue
Los Angeles, California 90029

Bureau of Education for the Handicapped
Office of Education
7th and D Street, S.W.
Washington, D.C. 20202

Choice Magazine Listening
14 Maple Street
Port Washington, New York 11050 (1977)

Clevernook Printing House for the Blind
7000 Hamilton Avenue
Cincinnati, Ohio 45231

Dialogue Publications, Inc.
3100 Oak Park Avenue
Berwyn, Illinois 60402 (1977)

Division for the Blind and Physically Handicapped
Library of Congress
1291 Taylor Street, N.W.
Washington, D.C. 20542

Hadley School for the Blind
700 Elm Street
Winnetka, Illinois 60093

Howe Press of Perkins School for the Blind
175 N. Beacon Street
Watertown, Massachusetts 02172

National Association for Visually Handicapped
3201 Balboa Street
San Francisco, California 94121 (1977)

National Braille Association
85 Godwin Avenue
Midland Park, New Jersey 07432

National Braille Press, Inc.
88 St. Stephen Street
Boston, Massachusetts 02115

Office for the Blind and Visually Handicapped
Dept. of H.E.W.
330 C. Street, S.W.
Washington, D.C. 20201

Recording for the Blind, Inc.
215 E. 58th Street
New York, New York 10022 (1977)

Volunteer Services for the Blind, Inc.
919 Walnut Street
Philadelphia, Pennsylvania 01997 (1977)

Xavier Society for the Blind
154 E. 23rd Street
New York, New York 10010 (1977)

Services for deaf-blind

National Center for Deaf and Blind,
Youth and Adults
105 5th Avenue
New Hyde Park, New York 11040

Office of Education, Bureau of Education
for the Handicapped
7th and D Streets, S.W.
Washington, D.C. 20202

State

Financial Assistance (contact your local social security office for further information).

Educational Services

Local Schools
Ohio Department of Education
Division of Special Education
933 High Street
Worthington, Ohio 43085

Residential Schools
Ohio State School for the Blind
5220 N. High Street
Columbus, Ohio 43214

Corresponding Schools
Hadley School for the Blind
700 Elm Street
Winnetka, Illinois 60093

Local Services

Canton

Bureau of Services for the Blind
400 Citizens Savings Building
110 Central Plaza S.
Canton, Ohio 44702

Philomatheon Society for the Blind, Inc.
2810 W. Tuscarawas Street
Canton, Ohio 44708

Cincinnati

Bureau of Services for the Blind
905 Enquirer Building
617 Vine Street
Cincinnati, Ohio 45202

Cincinnati Association for the Blind
2045 Gilbert Avenue
Cincinnati, Ohio 45202

Clovernook

Clovernook Home and School for the Blind
7000 Hamilton Avenue
Cincinnati, Ohio 45231

Negro Sightless Society of Ohio, Inc.
3603 Washington Avenue
Cincinnati, Ohio

Ohio Valley Goodwill Industries
Rehabilitation Center
10600 Springfield Pike
Cincinnati, Ohio 45246

Samuel W. Bell Home for Sightless, Inc.
1507 Elm Street
Cincinnati, Ohio 45210

Cleveland

Bureau of Services for the Blind
502 Euclid Avenue
Cleveland, Ohio 44114

The Cleveland Society for the Blind, Sight Center
1909 E. 101st Street
Cleveland, Ohio 44106

Cleveland Society for the Blind
Food Service Division
2275 E. 55th Street
Cleveland, Ohio 44103

Cleveland Society for the Blind
Industrial Division
2275 E. 55th Street
Cleveland, Ohio 44103

Highbrook Lodge
12968 Aquilla Road
Chardon, Ohio 44024

Columbus

Bureau of Services for the Blind
402 Broadway, Professional Building
3333 Indianola Avenue
Columbus, Ohio 43214

Bureau of Services for the Blind
4656 Heaton Road
Columbus, Ohio 43229

Ohio State University
Columbus, Ohio 43210

Pilot Dogs, Inc.
625 W. Town Street
Columbus, Ohio 43215

Vision Center of Central Ohio
1393 N. High Street
Columbus, Ohio 43201

Dayton

Bureau of Services for the Blind
604 Reibold Building
117 S. Main Street
Dayton, Ohio 45402

Goodwill Industries of Dayton, Inc.
201 W. 5th Street
Dayton, Ohio 45402

Elyria

Center for Sightless, Inc.
Vision Center Skills Division
220 Oberlin Road
Elyria, Ohio 44035

Toledo

Bureau of Services for the Blind
208 Joseph Building
Door-Secor Shopping Center
Toledo, Ohio 43607

Toledo Society for the Blind, Inc.
1819 Canton Street
Toledo, Ohio 43624

Youngstown

Youngstown Society for the Blind
2246 Glenwood Avenue
Youngstown, Ohio 44511

Zanesville

Bureau of Services for the Blind
401 Zwelling Building
421-423 Main Street
Zanesville, Ohio 43701

Free bibliographies on orientation and mobility are available from:

M.C. Migel Memorial Library
American Foundation for the Blind
15 West 16th Street
New York, New York 10011

Learning Problems or Disabilities

Many individuals possessing average or above average ability as measured by I.Q. tests have marked difficulty in learning in specific areas or specific ways. This difficulty referred to as a learning problem or learning disability may go undiagnosed, but manifestations of the problem may be demonstrated in poor grades in school and/or various behavioral problems.

Learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantage.

The teacher who is cognizant of the characteristics of various learning problems is in a position not only to recognize the problem but to counteract the difficulties posed by the problem or disability through effective classroom management and adaptation of instruction to meet special needs.

These management and instructional techniques can also be effective in improving learning for the average learner because there is wide variation of ability within the normal range in every area of performance.

Categories of Learning Problems

Input

Sensation
Attention
Perception

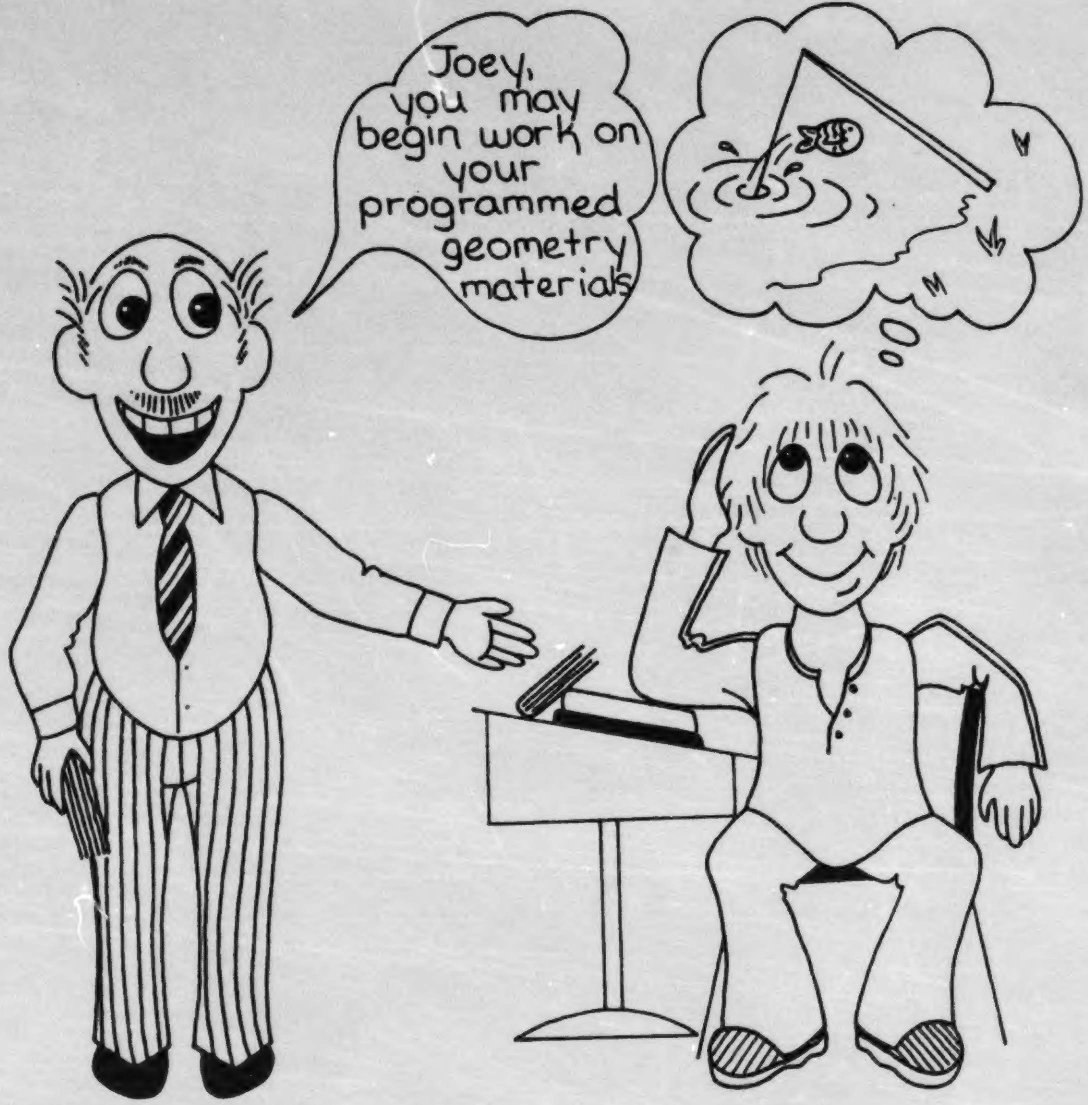
Processing

Retaining
Sequencing
Organizing
Conceptualizing
Generalizing

Output

Disinhibition
Hyperactivity
Perseveration
Instability
Incoordination
Language

ATTENTION


Joey, you may begin work on your programmed geometry materials

Shonk/IRC
11/6/76

Attention

Description

Attention skills refer to the ability of the learner to persist in focusing attention on a task and to inhibit response to irrelevant stimuli. This problem may be generalized or specific to visual or auditory stimuli.

Characteristics

1. Easily distracted by noise.
2. Needs reduction of stimulation in order to perform adequately.
3. Easily distracted by activity.
4. Does not follow directions well; appears disinterested.
5. May appear very active (can't sit still) or inactive (daydreams).
6. Asks to have questions repeated.
7. Begins tasks willingly but doesn't complete work.
8. Inconsistent performance.
9. Knows everybody's business.
10. Loses place in reading, etc.

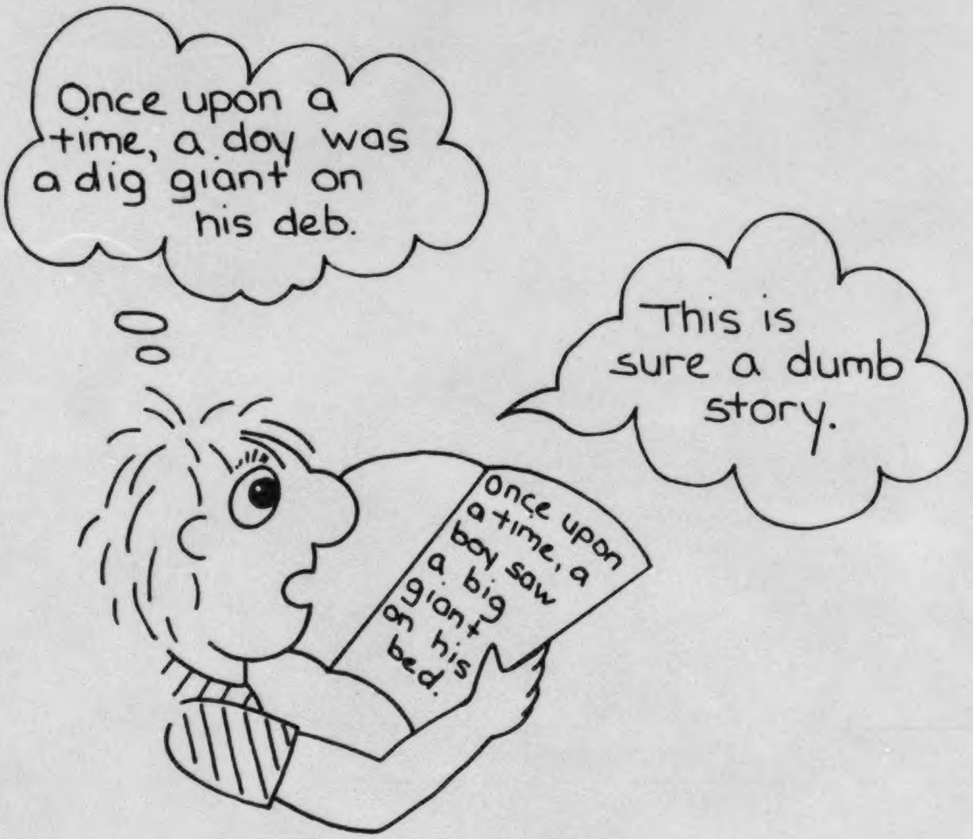
Adjusted Teaching Methods

1. Reduce irrelevant stimuli, as posters. Arrange desk

so the student doesn't see much, angle toward corner, wall, etc. Allow use of study booth, carrel, office, cubicle, screen, etc. Eliminate desk clutter.

2. Shorten assignments, or block off assignments.
3. Background music may help.
4. Develop a non-verbal attention reminder.
5. Use multi-sensory approaches.
6. Increase the power of relevent stimuli. Use experiments, manipulatives. Use teaching machines, colored markers, underlining.
7. Use touch when speaking to the student or the student's group, or stand near the student.
8. Ask the student to look directly at you when giving instructions.
9. Use books without pictures or mask the pictures.
10. Discuss the problems with the student.
11. Do not add directions when the student is working on a task.

VISUAL PERCEPTION


Once upon a time, a doy was a dig giant on his deb.
This is sure a dumb story.
Once upon a time, a boy saw a big giant on his bed.

Visual Reception/Perception

Description

Perception refers to the ability to organize, interpret, and identify sensory input from outside and within the body. Perception problems may be specific to auditory, visual, motor, spatial input, or in combination. Visual perception is the ability to see likenesses and differences in relation to size, shape, position, and configuration; to organize, interpret, and identify such visual information.

Characteristics of Visual Receptive/Perceptive Deficits

1. May hold head at peculiar angle, make facial distortions while reading.
2. Ignors charts, graphs, maps, pictures.
3. Can't describe what's happening in charts, graphs, maps, pictures.
4. Answers oral questions better than written questions.
5. Has difficulty copying from the chalkboard.
6. Poor reading and handwriting skills; reads word by word.
7. Can't stay on lines when writing, cutting, serving.
8. Doesn't attend to details of visual information.
9. Touches things to understand them.
10. Mispronounces basic sight words.

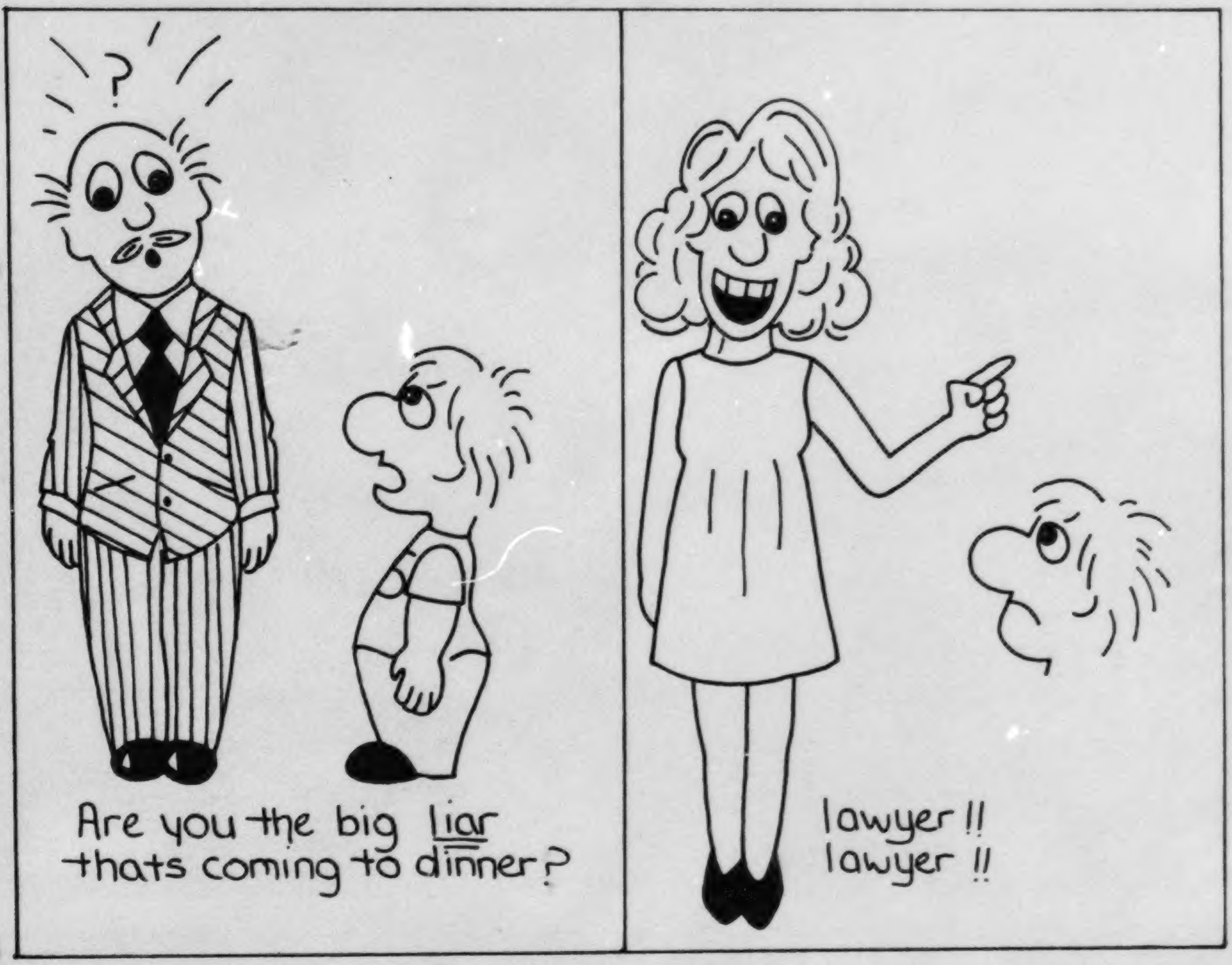
11. Skips numbers and letters when copying.
12. Avoids books with small print; has problems with dictionaries and telephone books.
13. Loses possessions in desk, loses place while reading.
14. Follows line of print with finger or pencil.
15. Cannot catch a ball easily; overreaches or underreaches.
16. Can't estimate distance.
17. Can't recognize letters, words, pictures when a part is missing.
18. Omits letters, words, numbers in written work.
19. May recognize words or signs but not in line of print or when style of type or color is changed.
20. Has difficulty locating places on maps, charts, graphs.
21. Has great difficulty using telephone book, other small print reference materials.

Adjusted Teaching Methods

1. Communicate concepts, detailed information verbally.
2. Minimize use of crafts, maps, pictures, books for teaching content subjects.
3. Student may read better from large print books designed for visually impaired.

4. Allow use of marker, finger, pencil eraser, line or word slot while reading.
5. Select materials with space between lines, areas blocked off, minimum items per page.
6. Give short visual assignments, cut pages apart, block off areas on page for completion.
7. Tape or read tests; have student respond orally.
8. Always reinforce visual information with auditory information.
9. Allow time to copy from chalkboard.
10. Avoid distributing poor quality, wrinkled, duplicated copies with faint letters.
11. Leave a frame of blank wall around visual displays.

AUDITORY PERCEPTION


?
Are you the big liar thats coming to dinner?
lawyer !!
lawyer !!

Shonk/IRC

Auditory Reception/Perception

Description

Perception refers to the ability to identify, organize and interpret, sensory input from outside and within the body. Perception problems may be specific to auditory, visual, or spatial input or in combination. Auditory perception is the ability to hear likenesses and differences in relation to pitch, rhythm, distance, volume, sound in isolation and/or in combination: to organize, interpret, and identify such auditory information.

Characteristics of Auditory Receptive/Perceptive Deficits

1. Appears not to understand what is said.
2. Appears shy; may not respond when spoken to.
3. Speaks in short sentences or in phrases.
4. Says "huh" very often.
5. Too attentive when oral directions are given; watches the teacher's mouth.
6. May hold head at an odd angle when listening.
7. Can't follow directions; asks for repetitions of oral instructions.
8. Uses "mushy" speech, omits or misuses "little" words.
9. Responds in one-word sentences; may mispronounce words and have articulation problems.

10. Prefers to work at tasks requiring little listening.
11. Writes the wrong letter when teacher dictates (as for spelling, handwriting), or the wrong word if dictated.
12. Can't repeat jingles or nonsense words.
13. Can't spell or decode new words phonetically.
14. Has difficulty attending to teacher's voice and ignoring room noises.
15. Can not hear the words in songs.
16. Gets confused when several people speak at once.
17. Can't understand radio or telephone if static interrupts.
18. Can't remember drill material presented orally.
19. May not recognize words if accented or if pitch or volumn is changed.
20. May not understand speech if speaker is in movement or turns away.

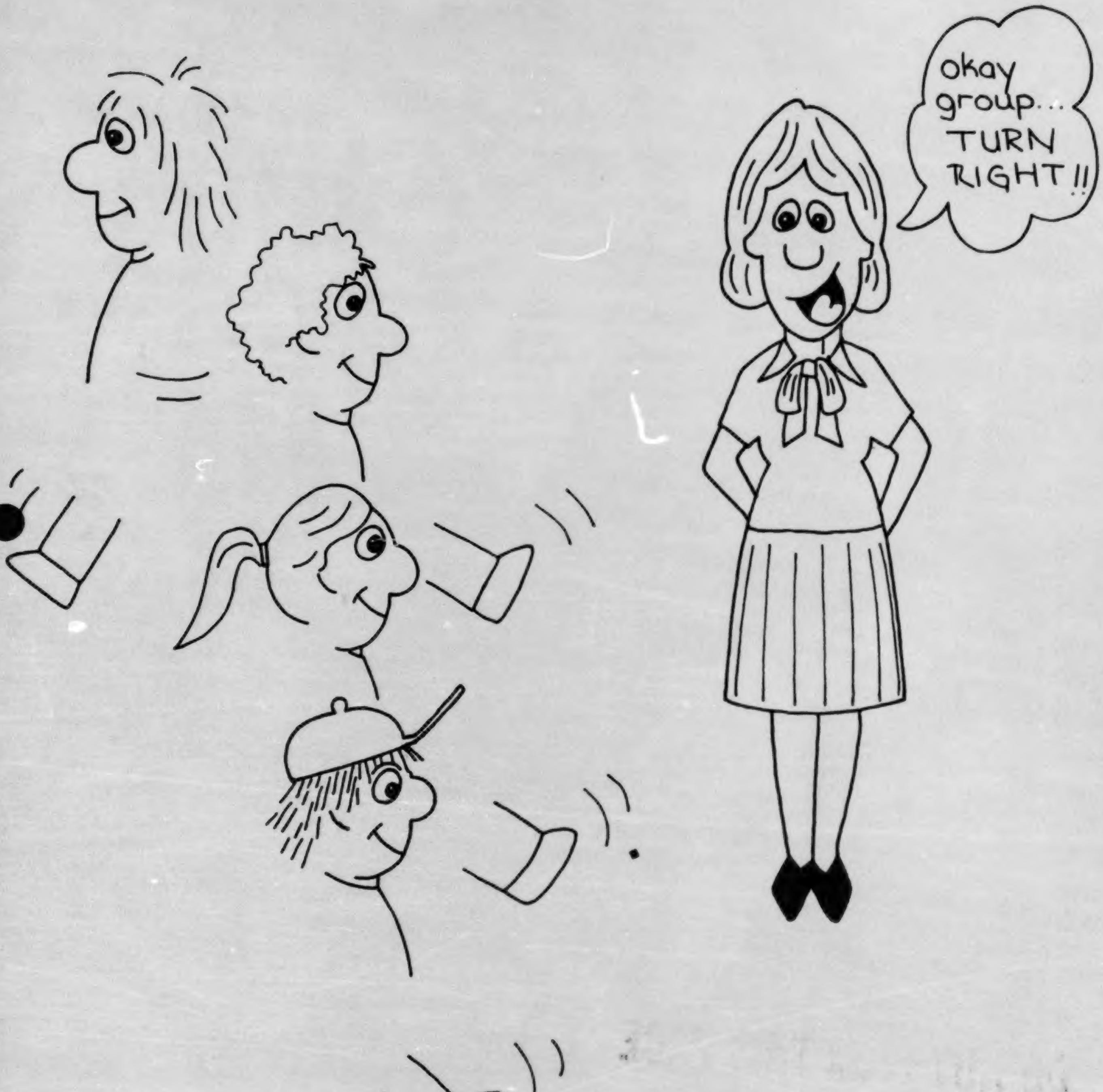
Adjusted Teaching Methods

1. Use visual aids.
2. Offer visual cues; "show" as well as "tell."
3. Offer visual cues whenever possible. "Show" as well as "tell." Use visual aids.
4. Encourage child to sub-vocalize: to tell what is being done, to reflect instructions. Speak distinctly and re-

quest a similar performance from the child. Speak slowly.

5. Do not use tapes or records as primary instruction media.
6. Give short listening assignments if necessary.
7. Avoid activities where success is dependent on auditory skills, such as, spell-downs.
8. Seat student near teacher, assign a buddy to repeat assignments in short sentences or to write down assignments given orally.
9. Speak in clear, simple noun-verb-object sentences.
10. Pause between sentences to allow processing.

SPATIAL ORIENTATION


okay group... TURN RIGHT!!

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Spatial Orientation

Description

The ability to organize space in terms of the individual in relationship to the environment with reference to distance, position, direction, laterality.

Characteristics

1. Touches the walls when walking through the hallways; likes to sit near walls.
2. Overreaches and underreaches: poor ball handling, falls over things, spills, misses in tagging games.
3. Poor judge of body's position in relation to objects: falls over things, bumps things, trips.
4. Can't judge the size of things in space, distance.
5. Poor writer (words out of line, runs together, may write off the edge of the paper).
6. May have no hand or foot preference: throws and kicks changing leg or hand.
7. Confuses letters d,b; g,q; s,2; etc. (Reversals in writing also may be sequential memory problems).
8. May reverse letters, words, lines of writing, numbers (7- or 71-17).
9. Confuses left-right, up-down, forward-backward; words

such as between, beside, after.

10. Has problems carrying out directions as, "Put name in upper left hand corner."
11. Can't move attention from one object in space to another without becoming disoriented.
12. Difficulty developing arithmetic concepts related to size, quantity, grouping.
13. Has difficulty spacing handwriting; columns, rows and positions of numbers; numbering for spelling tests.
14. Confuses directions, gets lost in school, in neighborhood, when driving a car.
15. When driving has problems judging distance, making turns, determining who goes at a 4-way stop.
16. Shows extreme care in sitting down, moving about room.
17. Has difficulty interpreting maps, graphs, (may turn map while driving), shop patterns, sewing instructions.
18. Ruins materials, books, etc. by trying to put into too small a space.
19. Can't determine location of sounds.
20. May have problems telling time because of spacing on clock, before and after the hour.
21. Is late for class; can't find rooms.

Adjusted Teaching Methods

1. Provide a sample page already "headed."
2. Provide a sample alphabet card for reference.
3. Allow use of lined paper.
4. Graph paper may help student keep arithmetic figures in correct columns.
5. Provide extra movement space around the desk.
6. Touch typing is often very helpful for these students.
7. Encourage use of 3-dimensional maps.
8. Student may need to find rooms in the building before other students arrives.
9. Directions that involve a series of movements or locations may need a "walk-through."

MEMORY AND SEQUENCING

Now, where did I leave my hat and pencil?

Memory and Sequencing

General

General Description

The ability to store and retrieve meaningful and/or non-meaningful stimuli after the stimuli has been removed. Retaining problems may be unique to auditory, visual, or motor input or common to all. (Memory, automatization, recall, revisualization, reauditorization).

General Characteristics

1. Loses things; forgets materials learned the previous day.
2. Poor spelling, reading, arithmetic computation; forgets rules; grammar and punctuation.
3. Forgets how to hold a pencil.
4. Late for gym, lunch, music, recess or forgets to go altogether. Forgets where assigned seat is located.
5. May deal well with concepts and forgets details, forgets the names of objects.

General Adjusted Teaching Methods

1. Provide tasks requiring few instructions to remember.

All multiple instructions may need to be written.

2. Begin rote learning tasks with a few items only.
3. Use material if it is to be retained. If there is no logical use, review periodically.
4. Arrange non-sequential rote items in some logical order or alphabetize. Teach items in this order.
5. Make up memory "jarring" connections such as "the first President didn't have a washing machine. He asked his wife "Is the washing done?" (Washington). What was the President's name? Next time the student will make the connection.
6. Classroom rules must be simple and consistently applied.
7. Ask the poor memory student questions dealing with the main idea and avoid rote detail questions.
8. Allow time between questions and answers for the student to make "funny" connections.
9. Provide many language experiences to develop vocabulary.
10. Organize information within conceptual categories, and tell the student what the category is. Present new information in contrast to information that has already been learned within that category. If the task is to learn a letter, the first letter should be contrasted with a geometric form that the student is already able

to label.

11. Present bits of information in such a way as to accentuate differences in characteristics. That is, letters of dissimilar configuration should be presented together--"o" and "i", for example, as opposed to "b" and "d."
12. Arouse the student's attention by presenting the same information in slightly different contexts, or with different cues: Use a language master, a transparency, a filmstrip at different speeds, with and without color cues.
13. Have the student make an observable response, preferably writing while saying the material to be remembered.
14. The opportunity to practice information beyond the level of mastery is important. If it takes five trials for the student to be able to recall immediately without error, then it should take about thirteen trials to get the same information in long-term memory (150% overlearning). It's necessary to provide for periodic review at predictable intervals. Thus if the material is based on the student's previous experience, is well organized, presented as a task at an appropriate level, and is presented in a way which insures sufficient practice, then we should provide conditions for enhancing memory.

Shonk/IRC

Memory and Sequencing

Visual

Description

Perceiving and recalling individual or sequences of meaningful or non-meaningful visual stimuli.

Characteristics

1. Can't proof-read for mis-spellings.
2. Misforms letters in writing.
3. Recognizes a word one day and not the next.
4. Cannot reproduce object, pattern, sequence of letters from a withdrawn pattern.
5. Copies from board very slowly.
6. Can't recognize states or countries from an outline; poor map skills.
7. Doesn't know Presidents' names, capitals of states, science and math formulas, grammar rules.
8. Loses things, gets lost.

Adjusted Teaching Methods

1. Permit the student to use auditory cues.
2. Use audio-visual aids.
3. Don't rely on reading to gain facts.

4. Verbalize spelling words for practice.

5. Verbalize written instructions.

6. Review previous day's work to provide overlearning.

7. Memorize in small visual blocks.

Shonk/IRC

Memory and Sequencing

Auditory

Description

Perceiving and recalling individual or sequences of meaningful or non-meaningful auditory stimuli.

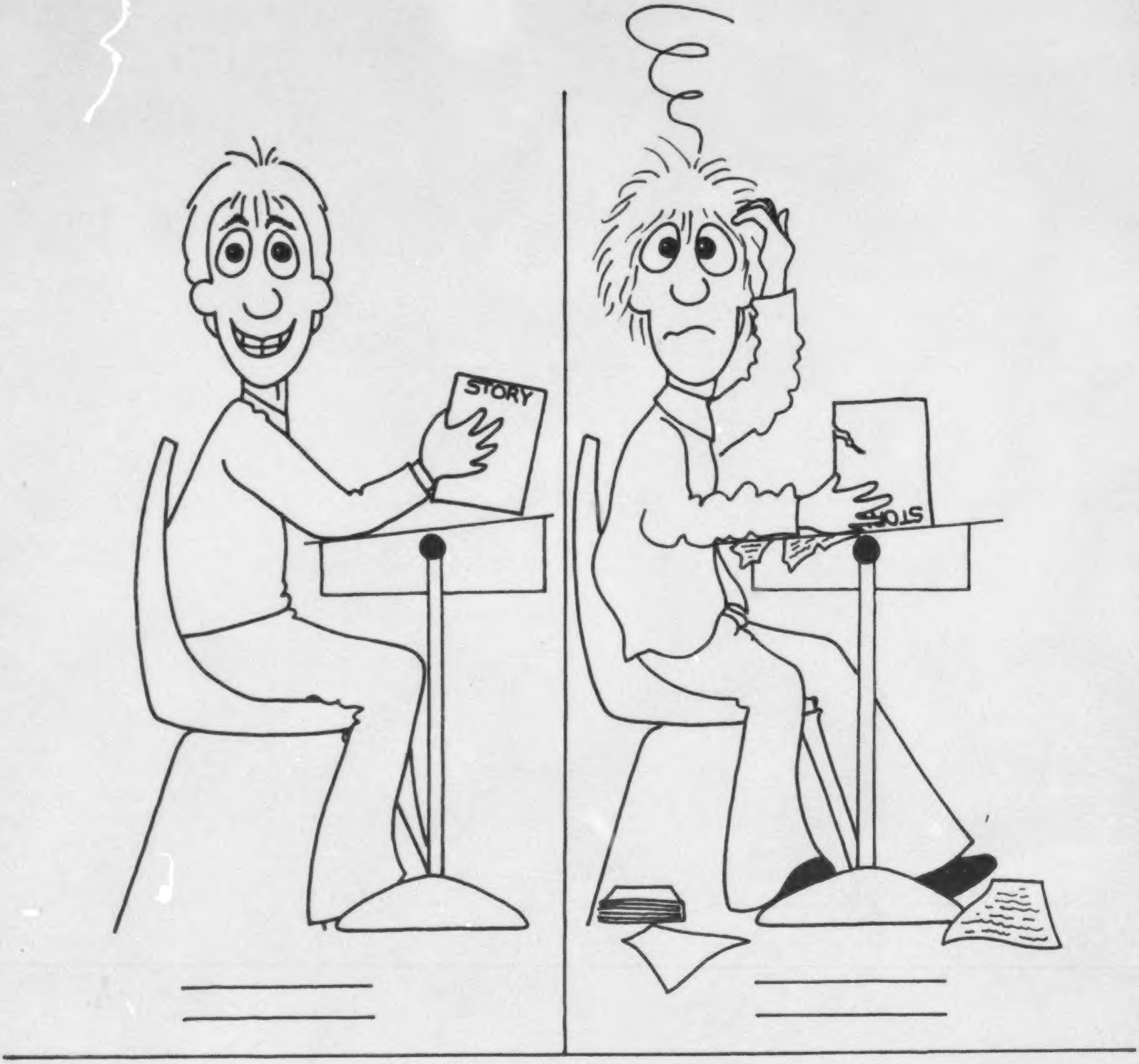
Characteristics

1. Can't remember what is heard.
2. Mispronounces common words.
3. Can't write from dictation.
4. Can't memorize multiplication tables.
5. Difficulty remembering months of the year, days of the week, the year.
6. Can't remember simple poems, commercials, words of songs, names of TV stars.
7. May not know address, telephone number, the correct President.
8. Can't remember instructions, "forgets."
9. Can't remember sequence of rules in games.
10. Forgets peoples' names, dates, sequences of events in lectures.
11. Can't get phone messages right.

12. Has small vocabulary unless the student is a good reader; can't remember the desired word to use in conversation.

Adjusted Teaching Methods

1. Position the student in front of room.
2. Review material learned previous day; provide for overlearning; review often.
3. Provide tasks requiring brief directions.
4. Write directions on the board, ask concept questions instead of drill questions.
5. Have the student repeat directions for another student.
6. Permit use of visual clues.
7. Have the student write while memorizing.
8. Use cues and gimmicks.
9. Arrange rote material in some logical order.
10. Use music or rhythm patterns.
11. Allow aids and devices.
12. Don't rely on lecture teaching.


STORY
STORY

ORGANIZATION

Organization

Description

The ability to bring together objects and/or ideas into a logical combination to achieve a specific pre-determined goal.

Characteristics of Organizing Deficits

1. Can't decide where, when, or on which part to begin a task.
2. Has a messy desk, clothes, papers, loses work, pencils, paper.
3. Doesn't complete work on time.
4. Does inconsistent work (some too carefully done, some sloppy); good one day, poor the next.
5. Can't choose or make decisions; can't decide what to eat, wear, or do.
6. Doesn't space work on paper, poorly organized. Work may all be crowded into one corner.
7. Difficulty with 2 and 3-step arithmetic problems.
8. Can't organize motor patterns.
9. Can't organize visual and/or auditory input interfering with ability to understand information or events.

10. Numerals in computation problems may be placed in wrong or non-existent columns.
11. Rambles in speech. Doesn't express ideas in an organized manner or tells it all.
12. May focus on one item or idea and ignore "the big picture" impairing concept formation.
13. Limited ability to plan ahead, achieving goals step by step.
14. Can't budget money. Runs out before the end of the month.
15. Doesn't trust organizing ability and will over-plan for simple events.
16. Disorganization may increase with abstract nature of task.
17. May have problems understanding how a motor runs, sociological patterns, or steps in a diagram.
18. Ability to reason is usually severely impaired.

Adjusted Teaching Methods

1. Use faint line graph paper for arithmetic computation problems or use dark line graph paper under regular sheet for writing.
2. Have student leave every other line blank in writing.

3. Have a sample organized page laminated for student to keep on the desk; includes heading, date, name, columns, sample paragraph form. On back list criteria: No single letters or numbers touching each other, all letters and numbers on the line, etc.
4. Mark off paper for arithmetic problems into squares or rectangles. Each problem goes into its own box.
5. Establish firm rules, consistently adhered to with consequences understood. Avoid subtleties and innuendoes.
6. Structure daily schedule, length of task; provide routines.
7. Reduce choices in instructional tasks; no open ended assignments.
8. Provide opportunities for choice in non-instructional situations.
9. Provide comparing, categorizing, sorting information.
10. Provide concrete assignments and monitor progress.
11. Set specific objectives for and with the student: divide longer tasks into sub-objectives, assign priorities.
12. Phonetic reading programs may be less useful with this student. Total Language Arts approaches that organize spelling-writing-reading-listening into a whole are

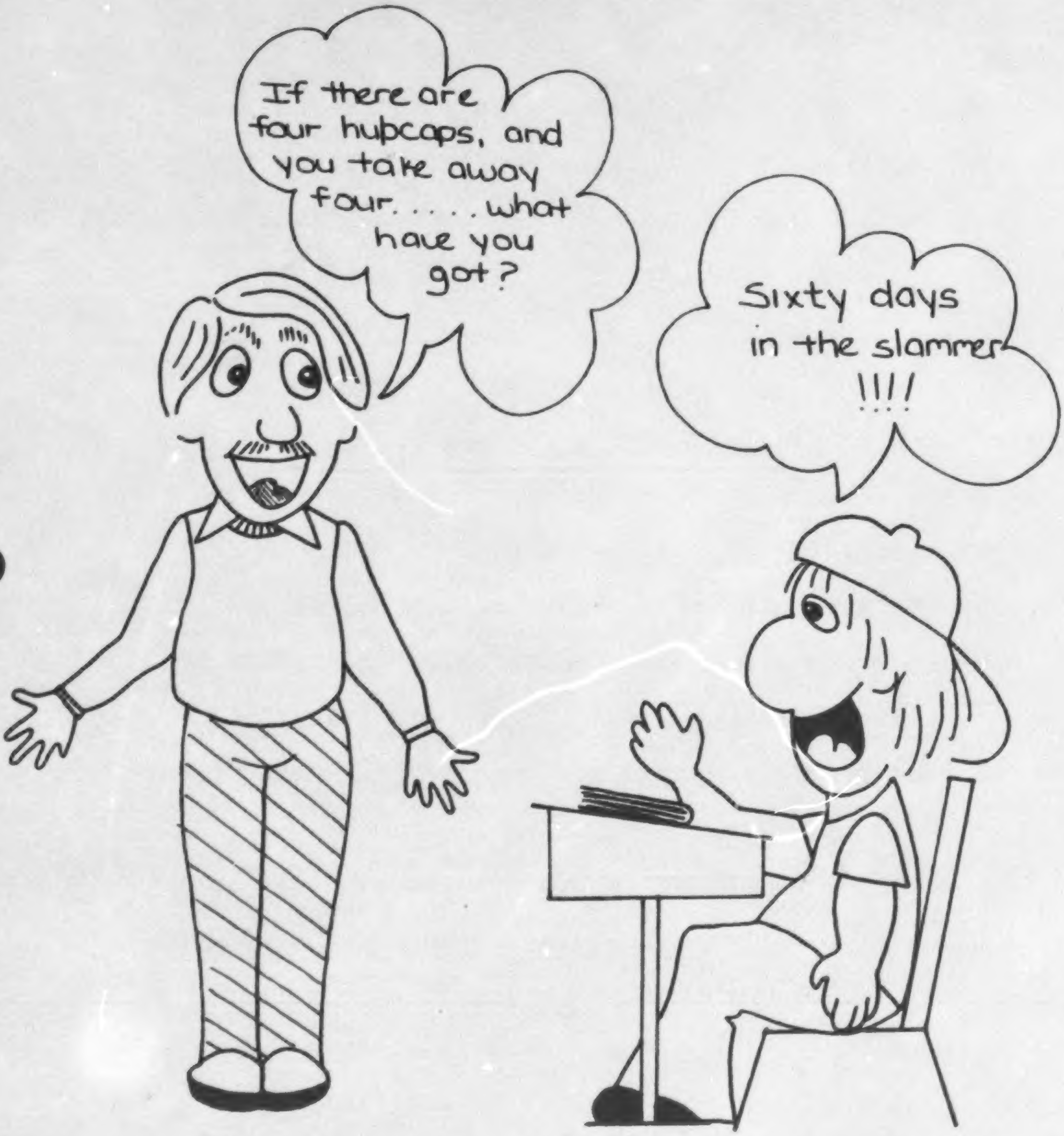
more appropriate.

13. Avoid complicated systems to be followed in doing an assignment.
14. Break down directions into short parts giving only one part at a time.
15. Keep the environment free from distracting stimulation.
16. Keep the emotional climate calm and definite.
17. Watch for signs of "early" frustrations. Break up lengthy tasks by giving something else, not similar, to complete.
18. It is only after the controls have been established that the student can accept self-control. Self-control can take place only after the student performs the behavior many times under your control.
19. Do not postpone reinforcement/grades. Remember, the student has a basically impulsive nature and finds it difficult to wait until the end of the month to get a mark for work.
20. Explain and give directions in simple terms. Once you have given an explanation or direction, don't change your wording when you repeat it. Merely repeat your remarks slowly.
21. Develop a standard routine. Avoid timed tests.

22. Expect to see day to day (or minute to minute) fluctuations in performance.

23. The speed of thought processing (reception, integration, and expressive elements) is vastly different with these students. The teacher should be aware of this and make necessary allowances by speaking slowly, in thought units, and checking comprehension.

CONCEPT FORMATION


If there are four hubcaps, and you take away four. . . . . what have you got?
Sixty days in the slammer !!!!

Shonk/IRC

Concept Formation

Description

The ability to see relationships based on sameness and differences as it pertains to classification and association and to process that information at the concrete, functional and abstract levels. (Includes classification, categorization, association, abstracting).

Characteristics of Conceptualizing

1. Can't categorize words or pictures as herbs, cold things, forms of transportation. (Understanding may be dependent upon degree of abstraction).
2. Misinterprets what is seen, heard, read. Gets hurt by misreading non-verbals, innuendoes, gestures, facial grimaces, laughter; doesn't "get" the joke or the riddle.
3. Classifies by noting odd distinctions, e.g., may classify a car as a building because it has windows.
4. Can't select words or objects that go together (bread-butter, lock-key, etc.)
5. May have difficulty changing classifications, e.g., sorts various objects by color but can't resort the

same objects by shape; sorts by size, can't resort by use.

6. May have problems with discovering which story problems are subtraction, which products are from China.
7. Learns to read or understand words such as "tree" easier than words such as "this."
8. Can perform calculations but is poor at "story problems."
9. Draws pictures, dots, etc. to help solve "story problems."
10. Uses fingers to count, add, etc.
11. Learns more easily through pictures, movies, than through reading or listening.
12. Has problems with concepts such as "honesty."
13. Can label objects but can't explain their use, value, or classification.
14. Can do more things than expected, e.g., fix an electric cord, etc.
15. Gives foolish answers.
16. Mispronounces commons words, omits words in sentences, uses poor syntax, misuses verb endings and verb forms inconsistent with family patterns.
17. May sub-vocalize questions before answering or wait an unusual time.

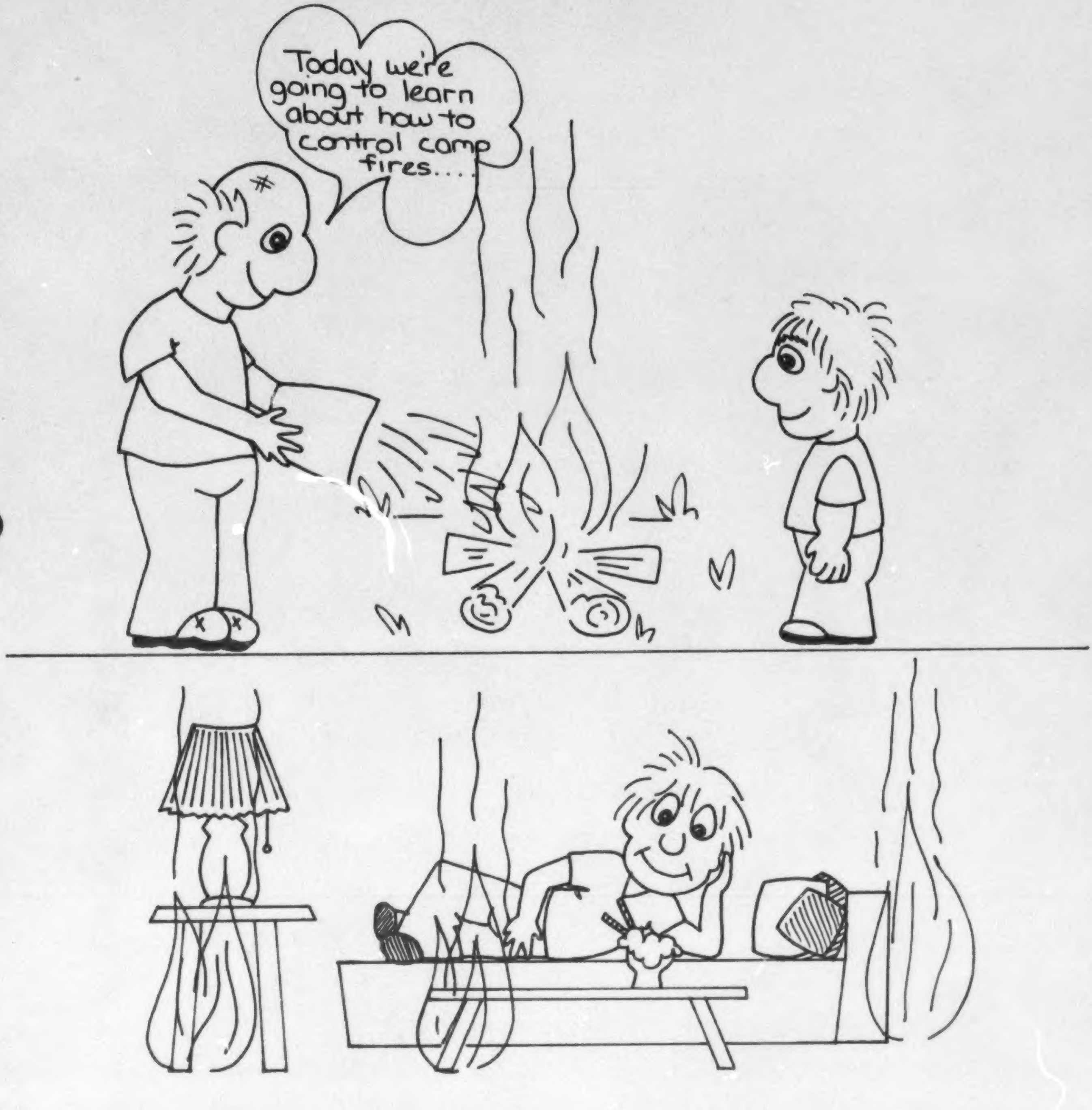
Adjusted Teaching Methods

1. Provide concrete objects to introduce meanings of written or spoken words.
2. Point to and name objects. Discuss uses, classifications.
3. Don't assume student has categorized for science or social studies.
4. Allow student to do projects rather than make oral or written reports.
5. Accept concrete answers but also supply abstract ones.
6. Use realistic pictures, line drawings instead of maps and graphs.
7. Encourage use of dot, pictures, etc. in solving problems. Withdraw as the student is able.
8. Allow ample time for responses.
9. Provide concrete examples, if possible, when introducing vocabulary.
10. When developing tests, use complete questions. Avoid questions such as "other body systems", "Group", "complete-the-blank" statements, true-false statements, and question-answer statements.
11. Be directive in instructions. Avoid "Let's put this together" if the student is to do it alone. "Would

you like to read page 12?" if there is no choice.

12. Speak distinctly in short, l-concept sentences.
13. Have the student repeat instructions or tell main idea in own words.
14. Make lists, outlines, etc. on board as you lecture or have prepared on chart.

GENERALIZING


Today we're going to learn about how to control camp fires....

Generalizing

Description

The ability to draw conclusions from previous experience and to apply these learnings appropriately in order to anticipate outcomes and to develop unique solutions to problems.

Characteristics of Generalization Deficits

1. Can't anticipate the outcomes of actions.
2. Gives illogical answers, does silly things.
3. Has developed limited or incomplete concepts; has problems classifying and categorizing.
4. Can't apply learned rules to new game; must have it all explained again in new setting.
5. Can't decide which computation process to use.
6. Applies learned rules to all similar situations regardless of appropriateness e.g., all arithmetic problems with "all together" are addition, problems with "less" are subtractions.
7. Doesn't transfer learned rules where appropriate. Doesn't hit in classroom but hits in hall.
8. Can't make social judgments.

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9. Doesn't learn incidentally by observation.
10. Will use proper capitalization, punctuation, verb forms on practice papers, but not apply in writing letters.
11. Is literal minded. Doesn't deal well with innuendo, figures of speech, non-verbal clues.
12. Impaired decision making, particularly when confronted by several choices.
13. Slow to respond, needs time to "mull it over."
14. Can learn more easily with concrete examples than with abstractions.
15. May be a fluent oral reader with poor comprehension.
16. Can't make up a story about a picture but can label objects.
17. May not apply problem examples worked in text books to life application.

Adjusted Teaching Methods

1. Allow time between question and answer. Speak clearly and slowly.
2. Keep classroom rules simple and consistently applied. Teach for generalization. Use examples, e.g., "What would you do if someone hits you?" "What.....someone trips you?" "What.....someone pokes you?"

3. Analyze situations in terms of meaning to the student. You will need to interpret some situations. Explain what the results of certain actions will be.
4. Don't use innuendo, non-verbal cues (unless you explain them first). Be directive.
5. Teach figures of speech.
6. Make no assumptions regarding what a student knows. Students will not learn by observation if they can't generalize from others to themselves.
7. Prepare students for new experiences. Tell them where they will sit, when they can talk, when they will have to wait. Similar situations from last year may not transfer to even slightly different situations.
8. Teach how to apply classroom learning to life experiences: role play.
9. Skills may need to be taught until automatic. The student may not be able to learn why.
10. Give student a written question to think about before reciting in class.

Shonk/IRC

DISINHIBITION

Description

The inability to inhibit responses to internal or external stimuli: immediate, impulsive, reflexive reactions.

Characteristics

1. Makes impulsive decisions which may be regretted later; constantly demanding.
2. Can't delay gratification; acts to get satisfied without thought to results.
3. Speaks out in class; may give inappropriate responses unrelated to the question.
4. Writes the first number that comes to mind for a calculation; won't check answers.
5. Guesses words when reading; won't use phonetic skills or work from context.
6. Quick mood changes. Slight incidents may cause laughing, crying, tantrums which end as quickly as they began.
7. May appear anti-social, however, behavior is for personal satisfaction, not out of a desire to injure.
8. Often lacks fear and seems heedless of danger; accident prone.

9. Has little regard for personal possessions; looks through teacher's desk, borrows without asking.
10. Scribbles all over paper if not successful at once.
11. Can't resist touching people, handling objects.
12. If angered, may strike without thinking.
13. Pushes to head of line, wants the biggest piece.
14. Throws too hard, taps too hard in games, runs into people.
15. Has few friends.

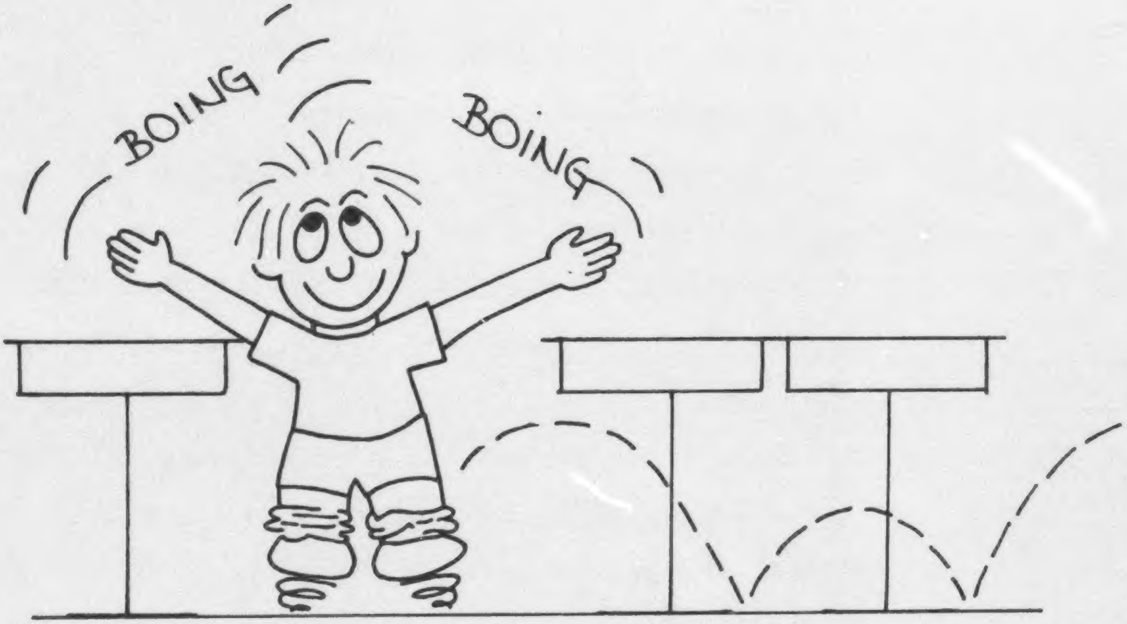
Adjusted Teaching Methods

1. Do not postpone rewards. Use small rewards often for small pieces of good behavior.
2. Discuss unusual events such as field trips, assemblies, class visitors. Explain how student is to behave. Explain how other people will behave. Try to anticipate possible problems and provide solutions. Do this the day of the event.
3. Structure class activities for consistency day-to-day.
4. Establish firm rules, consistently adhered to, clearly understood.
5. If the student refuses to do work, provide a five-minute cooling off period. Present similar task.
6. Be sure work is within success potential of the

student. Don't allow participation in another activity until task is completed.

7. Seat the student away from major traffic patterns, at one side of room.
8. Annoying behavior that does not interfere with learning or others' learning should be ignored.
9. Reduce opportunities for choice. Increase choices upon demonstration of capability.
10. Schedule all time. Don't say, "Find something to do": The student will find something inappropriate to do.
11. Engineer situations requiring progressively longer waiting periods.
12. Be directive. Do not ask, "Would you like to read this?" if you mean "Read page 12."
13. If the student swears, give a substitute list of words.
14. Don't argue if you are sure your judgment is correct. Say "no" do not respond further. Stop interaction and walk away.
15. Talk with the student about "snap judgments." Use standard behavior modification, contracting.
16. Provide a "time out" place where the student can go when the student feels behavior is becoming uncontrollable.

HYPERACTIVITY


BOING
BOING

Hyperactivity

Description

The tendency to discharge energy through action rather than cognition resulting in non-goal directed activity that is situationally and socially inappropriate.

Characteristics

1. Talks loudly, rapidly, and often.
2. Has unusual energy; needs less sleep than average.
3. Touches, taps, pats, wiggles; can't sit still, cracks knuckles, hums.
4. Wears out clothes and shoes; no hand-me-downs.
5. May get up and walk around the room for no apparent purpose.
6. Changes the subject often when speaking. Introduces off-the-subject information into conversations.
7. Day-dreams.
8. Doesn't finish work; doesn't hear directions.
9. Can't sit still and watch TV, listen to a story, or play a long game (Monopoly).
10. Butts into conversations, speaks out in class without permission.

11. Impulsive buyer; can't save money.
12. Can't wait for a turn, wait for a surprise, or a special event.
13. Can't keep secrets; tells lies.
14. Sasses, lacks tact, is rude.
15. Stands beside seat, leans on desk, sits at edge of seat, lies on the floor, rocks in seat.
16. Can give correct answers when teacher reads test but can't sit down and put answers on paper.
17. Accident prone. Has many bumps and bruises.
18. May be aggressive and irritable; restless and easily distracted.
19. May be intending to instruction even though looking away, fiddling with papers.

Adjusted Teaching Methods

1. Accept a higher level of activity from this student.
2. Observe the student and discover those conditions that appear to trigger hyperactive behavior. Avoid as many as possible.
3. Provide appropriate times to burn up energy in vigorous activities.
4. Prepare the student for unusual events immediately

before their occurrence. Discuss exactly what will happen, how to behave, where to stand, when to talk, etc. Practice some behaviors with walk-talk throughs.

5. Use time-out for punishment. If student becomes upset, remove from situation. Don't expect "shaping-up" or "calming down" while the student continues to participate.
6. "Catch" and reward the student for appropriate behavior. Find activities in which the student can succeed.
7. Get the student's attention before giving instructions. Establish eye contact, touch the student, use gestures, demonstrate. Have student repeat directions.
8. Alternate sitting and moving activities. Divide task into small parts and reward completion of each part.
9. Reduce stress by matching expectations to student's ability to perform.
10. Reduce choices for student. You may need to specify the sequences of performing a task.
11. Establish a few rules by priority (safety, most annoying acts) and hold to them consistently. You will probably need to discuss this student's problems with classmates.

12. Establish routine schedules for the day, for activities.

13. Provide a sanctuary where the student can work away from distractions. Background music may be helpful.

14. Avoid team games. Individual or pair games and activities will reduce excitability.

15. Don't expect neat papers with good writing. Provide strong paper and a gum eraser. Impulsivity will cause carelessness so the student needs to be trained to check work.

16. Keep money, matches, tacks, etc. out of sight and casual reach.

17. Reduce distractions (Visual and auditory).

18. Channel annoying behavior into more acceptable behavior. Ask student not to tap desk with pencil but to tap fingertips together. (Then don't watch).

19. Keep time and timbre of your voice muted.

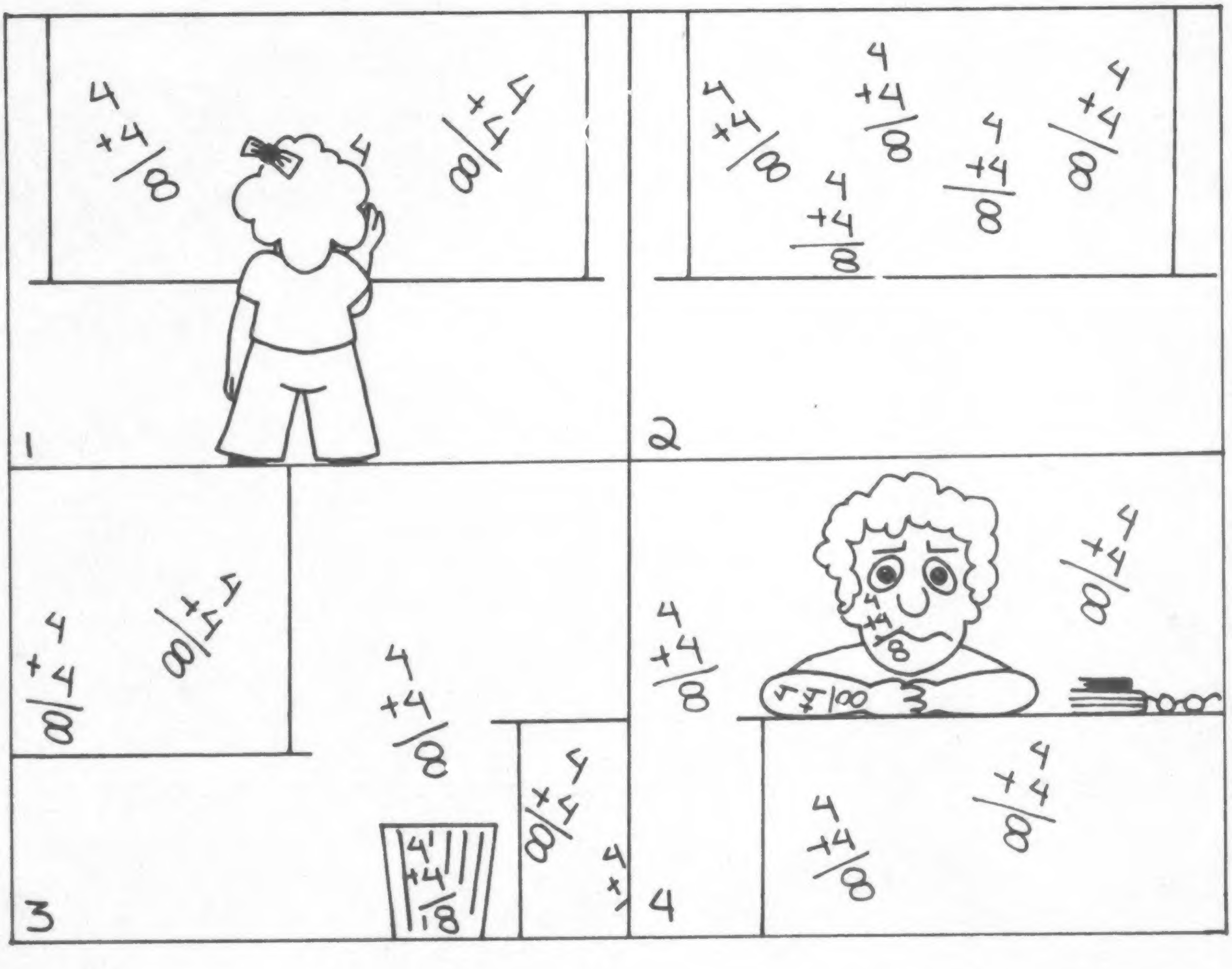
20. If medication is prescribed, keep parents informed. Student should not be lethargic.

21. Use behavior checklist, contracting, other behavior management controls. Involve the student in personal improvement.

22. Eliminate objects which can be played with. Clear top and inside of desk if necessary.
23. There is some evidence that hyperactivity may be an allergic reaction.
24. Do not look for rapid improvement.
25. Set oven timer for 5 minutes. Reward student for staying in seat and/or working for that time. Increase time gradually.
26. Avoid activities with a time deadline.
27. "Tie" student to seat with cellophane tape or light string as a reminder.
28. If student roams room, reward when student stays near desk, then reward if the student stays within arms length of desk, then touching seat, etc. (Successive Approximations).

Remember: Rewards can be smiles, pats, stars, free time, etc.

PERSEVERATION


4 +4 8
4
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1
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4 +4 8
4 +4 8
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3
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4 +4 8
4

Perseveration

Description

The tendency to continue a specific act, behavior, attitude, or thought resulting in non-purposeful or inappropriate repetitions.

Characteristics

1. Has difficulty shifting from arithmetic assignments to reading assignments.
2. May give the same answer to several questions although it is no longer correct.
3. Doodles along the edge and back of papers.
4. May draw pages of an object (such as cars) for days.
5. Attends to repetitive behavior such as pulling string, tapping; appears fascinated.
6. Makes funny repetitive sounds with tongue, legs, teeth; prolonged laughter.
7. Art work will evidence repetitions of one figure.
8. May perseverate in doing nothing.
9. Can't calm down after recess.
10. Has difficulty changing from addition to subtraction calculations.

11. On tests may repeat previous answers.
12. Writing may continue off the edge of the paper.

Teaching Suggestions

1. Provide cues (bells, taps, touches, light flicks) to interrupt perseverative behavior.
2. Usually a verbal reminder will be enough to change act; involve the student in corrective change.
3. Have student change seat when beginning a new task.
4. Group similar types and questions together, as all true-false. Put a row of stars or heavy black line between types of questions.
5. Seat student away from major traffic patterns, at side of room.
6. Annoying behavior that does not interfere with learning or others' learning should be ignored.
7. Reduce opportunities for choice. Increase as the student becomes capable.
8. Schedule all the student's time. Don't say, "Find something to do." The student will!
9. Engineer situations requiring progressively longer waiting periods.
10. Be directive. Do not ask, "Would you like to read this?" if you mean "Read page 12."

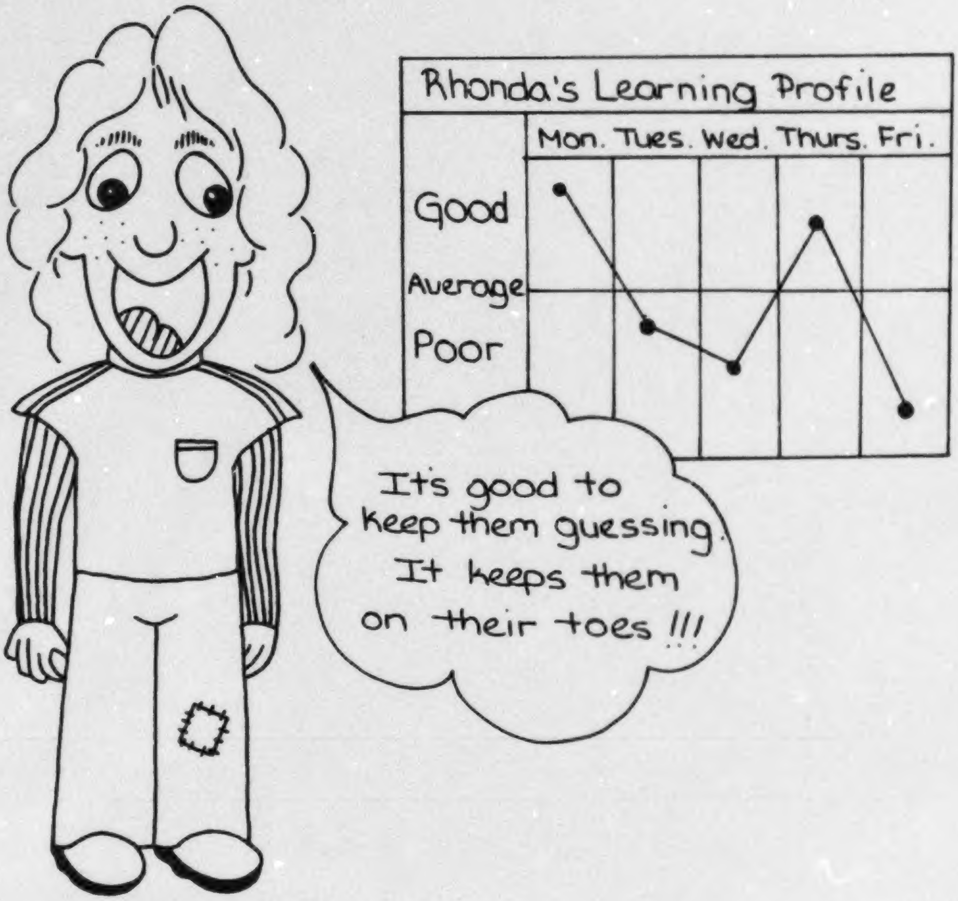
11. If the student swears, give substitute list of words.

12. Do not argue if you are sure your judgment is correct. Say "no", do not further respond. Stop interaction and walk away.

13. Talk with the student about "snap judgments" problem. Take base-line of 1 behavior. Use standard behavior modification, contracting.

14. Provide a "time out" place where the student can go when the student feels behavior is becoming uncontrollable.

INSTABILITY OF PERFORMANCE


Rhonda's Learning Profile
Mon. Tues. Wed. Thurs. Fri.
Good
Average
Poor
It's good to keep them guessing. It keeps them on their toes !!!

Instability

Description

Personal, social, and academic performance fluctuations inconsistent with circumstances.

Characteristics

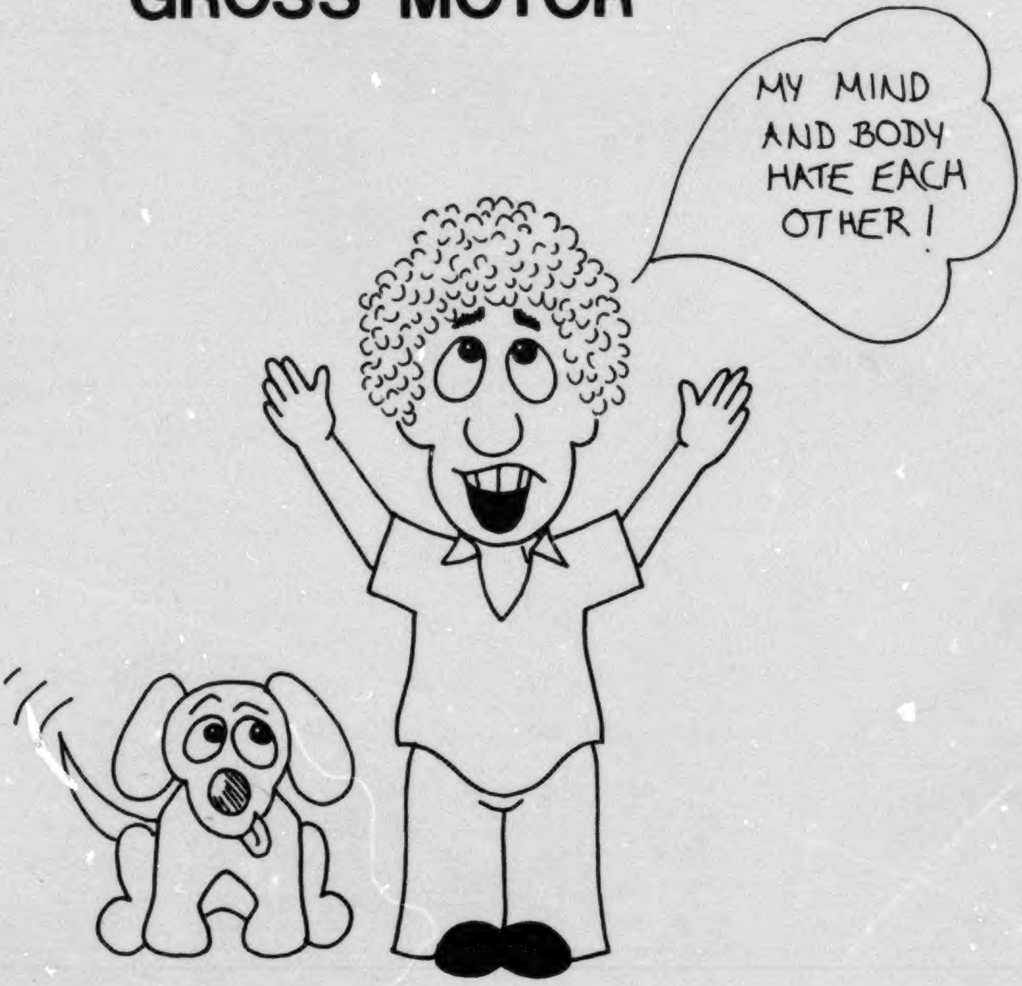
1. The student may appear alert and capable at one time, clumsy and sluggish at others.
2. Forgets information known before.
3. Inconsistent behavior may appear day to day, hour to hour, subject to subject.
4. The student may be agreeable and cooperative one day, aggressive and antagonistic the next.
5. The student may do well in social studies and poorly in arithmetic; reversed the next day.
6. May respond to positive reinforcement at one time, be unconcerned the next.
7. The student may appear to like you one day and dislike you the next.

Teaching Suggestions

1. Use standard behavior management techniques. Ignore inappropriate reactions.

2. Establish firm rules and apply them consistently.
3. Be consistent in your response to the student; avoid reacting personally.
4. There is considerable evidence that severe mood changes may be allergic reactions to specific foods or food additives. Chocolate and refined sugar are suspected.
5. Study the situation. Try to discover environmental contributors that may be manipulated to reduce changes.

GROSS MOTOR


MY MIND AND BODY HATE EACH OTHER!

Gross Motor Development

Description

The ability to use the body in a coordinated manner.

Characteristics

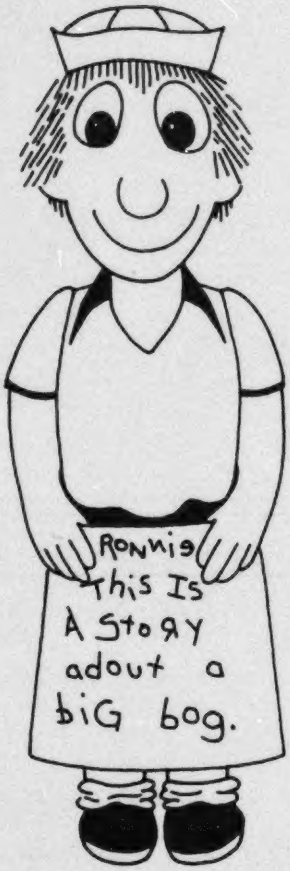
1. Appears clumsy in general movement, poor dancer.
2. May be a poor writer, typist, musician.
3. Is often a pencil dropper, paint spiller, etc.
4. May have poor posture, toes in, toes out, etc.
5. May be excessively restless.
6. Touches the wall when walking in halls.
7. Dress may appear sloppy.
8. Avoids physical games; is the last student chosen for teams.
9. Has difficulty remembering right from left.
10. Poor ball handling (over-reaching, under-reaching, trapping).
11. Poor judge of distance, bumps into and falls over, etc.
12. May have poor muscle tone.
13. May have no dominant hand preference.
14. Loses balance when eyes are shut.
15. May use tongue to guide physical movements.

16. May be unable to move each arm or leg independently, or in conjunction, or in sequence. Cannot do "jumping jacks."

Adjusted Teaching Methods

1. Avoid physical games of competition with other students. Encourage exercises.
2. Allow extra time to complete activities.
3. Seat the student at corner of room, place in back row at end of line in gym.
4. Do not require speaking and physical movement concurrently.
5. Avoid timed physical activities.
6. Allow time for the student to repeat the activity silently before performing it.
7. Most recorded activities will progress too fast for these students. (practice parts first).
8. Allow run-through time before beginning games.

FINE MOTOR


Ronnie
This Is
A Story
adout a
biG bog.

Shonk/IRC

Fine Motor

Description

The ability to coordinate the use of the fine muscles particularly of the fingers and the hands in the accomplishments of a predetermined goal. (Eye-hand coordination, visual-motor skills).

Characteristics

1. Has problems with buttoning, zipping, typing. Is always last to complete work and last back from gym.
2. May know how to spell words but can't write clearly or rapidly enough to complete words: gets behind.
3. Has problems turning pages of a book, holding the pencil.
4. Can't seem to get hold of books in the desk, get the tool or nail out of the container.
5. Has problems learning to type, hold tools, measure and pour, play the piano.
6. Has sloppy eating habits, has sloppy appearance (shirt tail out, unbuttoned, dirty).
7. Tires quickly on paper-pencil tasks.
8. Has problems in ball handling, picking up items with fingers instead of whole hand.

Teaching Suggestions

1. Allow extra time to complete activities. Start this student first.
2. Accept less than perfect letter formation.
3. Allow student to use most efficient mode of written communication: manuscript (printing), cursive, or typing.
4. Avoid timed activities which increase tension on arm muscles and create poor writing.
5. Avoid or alter activities which require fine motor skills such as hand sewing.

LANGUAGE

Speaking

Description

The ability to transfer thought into oral communications. (Verbal expression, Oracy, Vocal Encoding, Work Retrieval).

Characteristics

1.` May exhibit poor grammar and syntax omitting verb endings and transposing words.
2. Appears shy; speaks only when spoken to, rarely volunteers in class discussion.
3. Responds in one word or a phrase; can't express self in a complete sentence.
4. May evidence articulation errors, infantile speech, drops word endings, adds letters.
5. Can't remember the word; may forget how to form the word.
6. May use gestures and pantomime, facial expressions to communicate.
7. May have problems imitating words.
8. May talk alot but express few ideas, may "ramble", or express ideas out of sequence.
9. May talk too softly, too loudly; may verbalize thought very slowly.

10. Often seems brighter than tests show.

11. Has difficulty describing persons, places, things.

12. May be able to select an object when told. but can't name the pictures when given the picture.

13. May be able to show what can be done with a hammer but does not describe it or its use.

14. Reads better silently than orally.

15. May use word substitutes such as: stuff, junk, things, watchamacallit, gismo.

16. May recognize correct sentence structure in grammar lesson but not be able to produce a sentence.

17. May use telegraph speech, "Did - me - go - car."

18. May be able to formulate language in written form but not oral.

Teaching Suggestions

1. Don't ask the student to speak when performing another task.
2. Provide time and opportunities for oral response without pressure, don't continually supply the word without giving time to "find it."
3. Provide time to talk about personal happenings as well as class work.

4. Encourage short oral reports with notes. Allow written reports if necessary.
5. Accept what the student says. Be cautious about correcting speech. Provide a good model.
6. Describe a picture. Have the student repeat your sentences. Add own sentences.
7. Use Modified Fitzgerald Key (see Appendix).
8. Discourage one-word answers. Ask the student why, how, when, tell me more.
9. Let the student record voice. Play it back, praise.
10. Show a picture, have the student repeat sentences emphasizing verb tense, or prepositions or plurals, etc.
11. Pair the student with another student for projects. Plan with another student to encourage verbalization: as questions, etc. Use the student who will be a good language model.
12. Work on synonyms, homonyms, antonyms.
13. Have the student find specific words in a story to answer questions. Repeat word.
14. Have the student imitate words using correct grammar adding own words. E.g., "Mary saw two ___________."
15. Scramble written words and phrases. Have the student put in correct syntax.

16. Describe activities as you do them using complete sentences. "Now I am pouring water into the quart jar."

17. Ask questions, the student answers. You repeat answer in full sentence. The student repeats.

18. Have the student recite rhymes with a recording, slowly fade volume, eliminate.

19. Use telephones, walkie-talkies, puppet shows.

20. Use a catalog. Each student opens at random, describes item. Class guesses.

21. Don't accept gestures. Insist students verbalize their needs.

22. After craft activity, ask the student to describe own activity.

23. Play "20 Questions" having the student select an observable classroom object.

24. Begin a story, have the student supply ending.

25. Start with a kernal sentence: "The boys are outside." Have the students add ending and then transpose structure of sentence. "The boys who are outside are playing tag."

26. Give sentence with key words, "Many saw _____ boy _____ town." The student adds little words.

27. Allow silent reading, pointing to answer to question (encourage oral).

28. Reduce demands for oral speech at first.

29. Give the student clues, for words, say "Do you mean _____________?" or "Do you mean "pa ________?"

Learning Disability Resources

Publications

Helping Children Overcome Learning Difficulties: A Step-by-Step Guide for Parents and Teachers. Rosner, Jerome; Walker & Co. (1975 valuable resource).

Children with Learning Disabilities. Lerner, Janet; Houghton Mifflin (1976) For college students and teachers of the child with learning disabilities.

"Learning Disabilities" U.S. Department of Health, Education and Welfare; U.S. Government Printing Office, Washington, D.C. 20402.

Agencies

National Association for Children with Learning Disabilities
4156 Library Road
Pittsburg, PA 15234 Call 1-412-341-1515
For information on programs in your area and the address and telephone number of your state office.

Ohio ACLD State Office and Information Center
333 West National Road
Englewood, OH 45322

Introduction

Teachers who have been most successful in teaching the handicapped have kept uppermost in their minds what students can do. This concept does not suggest that the corresponding inabilities or shortcomings can be ignored, but rather recognizes the importance of positive thinking and motivation.

Even with the utilization of the best screening and assessment techniques, it is still possible for a variety of learning problems to go undiagnosed. Because of the traditional warm teaching/learning relationship which exists in the vocational home economics classroom, the home economics teacher is in a prime situation to identify heretofore unrecognized learning impairments and to deal with their accompanying problems in an effective way. Furthermore, within the normal or average student there may be minor learning difficulties which can be offset through the alert use of timely instructional strategies.

Various examples, charts, and suggestions are included in this section to assist the vocational home economics teacher in developing a meaningful instructional plan.

Steps in Planning

The following steps suggest a procedure for planning and adapting instruction for the handicapped student within the vocational home economics classroom utilizing the student planning sheet which is a part of this section.

1. Using the student planning sheet and following school procedures, secure and record multi-factored assessment information concerning the handicapped student from the school counselor, special education teacher, parents, etc. (Exercise care to maintain the confidentiality of this information and other records.) Information may have been secured as the vocational home economics teacher participated in the I.L.P. process.
2. Refer to the section of this publication dealing with characteristics of the handicapped and learning problems associated with particular handicapping conditions. Record potential learning problems.
3. Identify ideas, techniques, and strategies for working with the particular learning problem. Copy or attach related information to the student planning sheet.
4. Note student's mode of learning.

5. Record significant progress, most successful strategies, etc.
6. Refer to all handicapped students' planning sheets and to I.E.P.'s when completing unit of instruction planning sheet.
7. Utilize the student planning sheet when completing lesson plans from the unit planning sheet.

Student Planning Sheet

Name: Address:

Phone Number:

Multi-Factored Assessment: Date:

Potential Areas of Difficulty Ways to Help

Mode of Learning:

Progress:

Class Assessment

Course Description:

______________________________Course Title

______________________________Class Size

______________________________Grade Level

Class Description:

#_______________ - Above Average Ability

#_______________ - Average Ability

#_______________ - Limited Reading Skills

#_______________ - Limited Writing Skills

#_______________ - Limited Math Skills

#_______________ - Limited Motor Skills

#_______________ - Need Special Facilities and Equipment

Handicapping Condition:

#_______________ - E.H. (Educationally Handicapped)

#_______________ - L.D. (Learning Disabled)

#_______________ - E.D. (Emotionally Disabled)

#_______________ -

#_______________ -

#_______________ -

Basic Objectives

Course Content Area:____________________Level:

Basic Objectives Essential for All Students.

Unit Planning Sheet

Area: ____________________ Handicap: ____________________

Unit: ____________________

I. All Students Need to Learn:

II. Problems of Students with Special Needs in Achieving Above:

III. Suggested Solutions to the Problems:

Unit Planning Sheet

Area: Child Development Handicap: EMR

Unit: Behavior and Guidance of Children

I. All Students Need to Learn:

1. Stages of emotional development.
2. Behavioral expectations of small children.
3. Children have emotions.
4. Acceptable methods of discipline.

II. Problems of Students with Special Needs in Achieving Above:

1. Grasping concepts.
2. Vocabulary.
3. Tendency to expect more from children/behavioral expectations.
4. Understanding ways children show emotions/children have emotions.
5. Trouble expressing themselves.

III. Suggested Solution to the Problems:

1. Give very specific detailed information.
2. Demonstrations; behavioral expectations; methods of discipline.

3. Role play.
4. Word bank.
5. Films/filmstrips.
6. Field trips/observation.

Unit Planning Sheet

Area: Child Development Handicap: Hearing

Unit: Behavior and Guidance of Children

I. All Students Need to Learn:

1. Parenting skills.
2. Discipline - What is discipline? What methods are ok?
3. Acceptable behavior patterns for the child.
4. Normal emotional and social development.

II. Problems of Students with Special Needs in Achieving Above:

1. Communicating with children.
2. Vocabulary (i.e., What does trust vs. mistrust mean?).
3. Language in written material often too difficult.
4. Turning negative directions into positive directions (i.e., Don't put your feet on the table.--neg. Please put your feet on the floor.--pos.).

III. Suggested Solution to the Problems:

1. They must have many examples.
2. Make very simple and direct statements.
3. Words must be used in sentences (when possible).

4. Do act first, then explain it in words.
5. Have buddy or tutor help.
6. If reading orally, have reader sit or stand where deaf person can see.
7. Put outline on board-put week's assignments up in a corner.

Unit Planning Sheet

Area: Child Development Handicap: L.D.

Unit: Behavior and Guidance of Children

I. All Students Need to Learn:

1. What is acceptable behavior for specific age groups?
2. Guidelines for discipline.

II. Problems of Students with Special Needs in Achieving Above:

1. Immaturity of student.
2. Limited frustration tolerance.
3. Impulsive behavior.
4. Reading skills may be poor.
5. Students have problems "getting down" to child's level.

III. Suggested Solutions to the Problems:

1. IEE Activity Project - box with equipment needed for babysitting.
2. After viewing the filmstrips below, the students will have a better understanding of patience, trusting people, face up to mistakes, and keeping a promise.

IV. Resources:

1. Everyday Problems of Young Children, Parents Magazine, Child Dev. Series.
2. When Children Do Worrisome Things, Parents Magazine, Child Dev. Series.
3. Getting Along, IRC.
4. Linger Education and Training, IRC.

Unit Planning Sheet

Area: Child Development Handicap: Orthopedic

Unit: Behavior and Guidance of Children (traits of children birth-2 yrs.)

I. All Students Need to Learn:

1. Eating, sleeping and playing habits of the child from 0-2.
2. The importance of stimulation by activities and environment.
3. Safety habits and protection.

II. Problems of Students with Special Needs in Achieving Above:

1. Confined to wheel chair.
2. Has poor distance judgement.
3. Cannot write words or numbers in columns.
4. Drops things, clumsy.
5. Loses place while reading.
6. Slow reader.

III. Suggested Solutions to the Problems:

1. SERRC - materials.
2. Speakers - parents (panel) of children of different ages.

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3. Observation of behavioral activities.
4. Nurse.
5. IEE or field trip to day care or nursing school.
6. Parent of a handicapped child as a speaker or visit to handicapped school.
7. Case studies.
8. Buzz sessions.

Unit Planning Sheet

Area: Child Development Handicap: Visually

Unit: Behavior and Guidance of Children-Infant

I. All Students Need to Learn:

1. What is abnormal and normal behavior?
2. Recognize urgent cries of infant - illnesses and diseases (colic, diaper rash, heat).
3. Need to know emergency medical aid.

II. Problems of Students with Special Needs in Achieving Above:

1. Discover the causes of abnormal behavior for infant.
2. Will not be able to visually recognize illnesses or diseases.
3. Transportation for emergencies.

III. Suggested Solution to the Problems:

1. Being able to use the sense of touch, hearing, and smell. (reference - Professional or teacher made tapes typical problems or solutions.)
2. Touching for body temperature - give background clues for childhood illnesses. (reference - thru child development books.)

3. Use of phone for emergency calls - post a braille list of numbers.
4. When the baby cries check from a prepared list written in braille, if necessary, to draw conclusions as to why the baby is crying.

IV. Resources

1. Child Development - textbook (reference from American Society for Blind.)
2. American Red Cross Society (reference demonstrations for mouth-to-mouth.)

Assessment of Reading Ability

In order that the classroom teacher may adapt instruction to meet the needs of students in the program, it may be necessary to assess a student's reading level. The special education teacher or reading specialist in the school may already have made an assessment of the student's reading level and specific reading problems. If this assessment has not been done, there are a number of simple reading assessment techniques which a classroom teacher could use to learn more about a student's reading skills. These techniques include the Cloze, Fry, and Spache readability procedures. The following list is provided as an aid to assist the teacher in detecting student reading problems.

What to Watch for in a Reading Observation

1. Behavior
    - a. Eye span.
    - b. Restlessness.
    - c. Pointing.
    - d. Rubbing eyes, pulling closer to or farther from material being read.
    - e. Voice-quality, volume, pitch.
    - f. Distractability.
    - g. Facial expressions.

2. Reading Skills
   - a. Omissions.
   - b. Additions.
   - c. Changes.
   - d. Word or letter reversals.
   - e. Word attack skills.
   - f. Use of context clues.

3. General
   - a. Level of language development.
   - b. Listening comprehension.
   - c. General developmental maturation.

Performance Check List

	I do alone	I get help	Somebody else does it	Haven't tried
A. Food Preparation and Serving				
1. Buying groceries.				
2. Putting away groceries.				
3. Preparing vegetables.				
4. Cooking.				
5. Baking.				
6. Setting the table.				
7. Taking food to the table.				
8. Washing dishes.				
B. Cleaning				
1. Cleaning kitchen sink and work area.				
2. Cleaning refrigerator.				
3. Tidying and dusting living room.				
4. Making beds.				
5. Sweeping or mopping the floor.				
6. Scrubbing and waxing the floor.				

	I do alone	I get help	Somebody else does it	Haven't tried
C. Laundry				
1. Hand washing.				
2. Machine washing.				
3. Hanging clothes.				
4. Ironing.				
D. Self-care				
1. Dressing.				
2. Sponge bath.				
3. Tub bath and shower.				
4. Hair and make-up.				
5. Shampoo and curling of hair.				
E. Communication and business				
1. Using the telephone.				
2. Handling money.				
3. Writing letters.				

Routine

How long does it take you to:

1. Get washed and dressed?
2. Dust the living room?
3. Set the table for dinner?

4. Make the beds?

Have you a rest period each day? ________How long? ________

Have you an exercise period each day? ____How long?________

Are there any foods that you are allergic to?
(Cause rash, asthma, etc.)

____

Are you taking any medication? _________Kind_______________

Are you on a special diet? _______Kind of diet_____________

An Approach to Grading Slow Learners

Recommendations for Grading - Educable Mentally Retarded

Recommendation I

It is recommended that the report and grading symbols used in the EMR Special Classes correspond with those used for a comparable age group in the regular classes. For example, the Primary EMR Special Class should use the same symbols, reports, and grading periods that are used in grades 1,2, and 3. The Intermediate EMR Classes should use the same cards, symbols, and grading periods as used in grades 4,5, and 6. The Junior and Senior High Classes should use the same cards, symbols, and grading periods as the regular Junior and Senior High Classes.

These reports should be supplemented with at least one parent-teacher conference each year to review the IEP-Individual Educational Plan.

Recommendation II

The following are recommended relative to the marking or grading system used.

1. Grades should never be lowered as a punishment.

2. Letter grades can be given only on the basis of individual improvement, rather than upon conformity to a definite standard.
3. The majority of grades given should fall within the C range.
4. The following criteria is proposed for marking each child:
   - a. An A grade is given if the child is working with extremely good interest and attitudes, masters all of the assigned work, and demonstrates unusual initiative and resourcefulness for level of ability.
   - b. A B grade shows that the child works with interest and exhibits a better than average attitude masters all the assigned work, and shows initiative and resourcefulness for level of mental ability.
   - c. A C grade denotes that the individual has mastered all the assignments given, and shows reasonably good work habits and attitudes.
   - d. A D grade is given when the child is working with low interest, poor work habits and attitudes, and fails to master what is assigned.
   - e. An F grade should very seldom be given and then only in very extreme cases. Remedial steps should be taken to alleviate the situation that is responsible for the failure before it becomes necessary to give the failing grade.

Recommendation III

The attached pupil evaluation gives you some idea of those habits we are trying to help students learn or improve so they may find themselves a vital contributor to the world of work and society.

An excerpt from a publication of the Ohio Department of Education Division of Special Education, May 1963. Submitted by South-Western City School District, Columbus, Ohio.

Semi-Annual Pupil Evaluation

Pupil______________________ Teacher_________________________

School____

Evaluative Symbols: G-General F-Frequently R-Rarely

N-Never O-Occassionally

Work Habits

	First Semester	Second Semester
Gets to work promptly		
Stays with a job until it is completed		
Works independently		
Accepts criticism cheerfully		
Follows directions		
Listens well		
Works well with others		
Seems to be interested in learning		
Uses material well		
Is resourceful in planning activities		

Social Habits

Is courteous		
Is attentive		

	First Semester	Second Semester
Is dependable		
Respects the rights of others		
Observes school regulations		
Is able to assume leadership		
Works well with a group		
Cooperates with the teacher		
Cooperates with peers		
Is careful of own property		
Takes good care of school property		
Respects proper authority		
Attends school regularly		
Obeys quickly		
Works quietly		
Is growing in self control		
Quarrels or complains about small things		
Shows evidence of emotional maturity		
Says things to hurt others		
Fulfills promises		
Holds to standards whether under supervision or not		
Has developed status with the group		

	First Semester	Second Semester
Is well liked by other children		
Likes others		

Health Habits

	First Semester	Second Semester
Observes safety rules		
Takes care of personal appearance		
Keeps objects out of mouth		
Sits, walks, stands correctly		
Relaxes in rest periods		
Proper dress in relation to weather and occasion		
Does well in physical activities		

Introduction

The selection of classroom management strategies for learning should come as a natural outgrowth based on a student's mode of learning. A variety of techniques employed in the teaching/learning process are beneficial in terms of adding variety to the instructional style while allowing students to progress at individual rates. Properly selected techniques are motivational, functional, and enjoyable. Using a variety of classroom management techniques enables a teacher to meet various student needs without calling specific attention to the underlying reasons for their use.

Selecting Appropriate Teaching Strategies

1. Although the good teacher is always trying new methods and strategies, the teacher should select and use methods which are compatible with the personal teaching style.
2. Use methods which suit the student's abilities. (Example: Do not require long oral reports of students who do not verbalize well.)
3. Use a method to help achieve the desired learning. (Example: Opportunity to use personal values when discussing values in society.)
4. Suit the time and place to the method or technique. (Use a stimulating technique or game at the end of the day.)
5. Consider the subject matter and use practical techniques.
6. Select appropriate techniques for the class size.
7. Relate methods and strategies to students' interests and experiences.
8. Select strategies which are basic and relatively easy to carry out.

Grouping

Looking for a management technique to help you do a better job of working with special needs students? Why not try grouping? Grouping certainly has some positive factors which enhance its usefulness during the teen years--(a) best friends working together, (b) accommodates different interests, (c) peer influence, (d) support system, (e) pooled resources and knowledge.

When you try grouping, remember that all likeness and differences are not discernable. The most interesting and effective groups will contain a blend of people. Avoid groups based strictly on ability. However, groups formed to develop a particular skill can be helpful.

1. Develop groups by projects.
2. Develop groups by learning style.
3. Form groups for leadership development.
4. Use groups for involvement of all class members.
5. Develop groups for research purposes.
6. Develop tutorial groups.
7. Use random grouping for short-term activities.
8. Develop groups through student choice.

Twenty-five Instructional Strategies

1. Use more than one mode of presentation.
    - a. Combine visual, auditory presentations, e.g., in spelling say the word, write the word on the board.
    - b. Demonstrate the task.
    - c. Tape textbooks.
2. Establish learning centers for varying skills and interest levels.
3. Set up a reading corner.
4. Use tape recorders with headphone sets.
5. Use peer tutors.
6. Develop multi-level instructional games.
7. Vary response requirements.
    - a. Allow students to respond to test orally.
    - b. If students can respond orally, or graphically, allow them to identify by pointing or gesturing.
8. Use multi-level instructional materials.
9. Encourage students to develop their own instructional materials.
10. Use bulletin boards as instructional centers.
11. Group according to skill needs, interests, etc.
12. Encourage students to monitor their own progress.
13. Use contracts with students for rewards, for grades, for other.

14. Use self-instructional materials.

15. Use "mailboxes" for communicating with individual students.

16. Color code materials according to skill level, mode of presentation, response requirements, etc.

17. File pages from workbooks under skill areas for individual and small group use.

18. Use language experience stories in reading.

19. Provide concrete materials, experiences for students.

20. Use filmstrips, slides, film loops for instruction for small groups or individuals.

21. Develop mini-modules on varying levels for units of instruction.

22. Obtain books from lower grades, high grades.

23. Use multiple resources, e.g., plays, local libraries, field trips, volunteer tutors.

24. Use students from higher grades for individual skill development.

25. Vary level of questioning for students with varied cognitive and language backgrounds.

Learning Centers

What

A compactly arranged set of materials and directions that fit into different areas of the classroom. They need places for storing materials, completing activities, and the completed assignments.

Instructional Advantages of Learning Centers

1. Bring materials and activities together into a compact, highly organized cluster.
2. Provide for individualized instruction.
3. Encourage students to take initiative in completing activities.
4. Allow for use of multimedia.
5. Provide basic instruction, application activities, and enrichment activities.
6. Provide combination of structure and student freedom.
7. Allow organization around a large variety of topics.

Component Parts

1. Objectives
    a. Give directions to the selection and sequence of experiences; provide criteria against which student performance is judged.

2. Directions
    a. Identify quickly and clearly, the following things about the learning center.
        1) What to do.
        2) How to proceed.
        3) How and where materials may be obtained.
        4) What to do when work is completed.
        5) How to participate in evaluation.
3. Task Cards
    a. Instructions on how to carry out activities.
4. Samples and Models
    a. Represent good work, but emphasize student should do something a bit different (if applicable).
5. Media
    a. Assist in instructing task visually.
6. Evaluation
    a. Include evaluative devices that will indicate if student has reached objective.
7. Record Keeping Devices
    a. Master checklist that shows names, activities, objectives, and evaluation.

How to Prepare a Learning Center

1. Select appropriate topic.
2. Specify objectives.
3. Identify a variety of activities.

4. Collect materials, visuals, and samples.
5. Prepare activities, arrangement, and other parts.
6. Plan for storage when not in use.
7. Prepare evaluation devices and record keeping devices.

Examples of Possible Learning Centers

1. Clothing Construction
    a. Making bound buttonholes, setting sleeves, inserting zippers, etc.
2. Textiles
    a. Pattern and fabric selection, laundering procedures, stain removal.
3. Foods and Nutrition
    a. Table setting, measuring, metric conversion, canning procedures, junk food junkies.
4. Consumer Education
    a. Comparison buying of appliances, etc. Problem solving - housing, transportation, etc.
5. Interpersonal Relations
    a. Decision making, values clarification.
6. Family Relations
    a. Contraceptives, reading center - books or various topics.
7. Child Development
    a. Clothing selection, toy - book selection, layette, baby bath procedure.

8. Family Health

   a. First Aid supplies, emergency care, home nursing center.

9. Home Management

   a. Cleaning supplies, storage principles.

10. Housing

    a. Effect of lighting, color and rooms - decorating-coordinating fabrics, materials, etc.

Teachers' Questions Which Help to Develop Comprehension--Sanders

1. Memory
    a. Facts
        1) Who did_____?
        2) When did_____?
        3) How many _____?
        4) What are _____?
    b. Definitions
        1) What is meant by _____?
        2) What does _____ mean?
        3) What meaning did you understand for _____?
        4) Define _____?
        5) Explain what we mean by _____?
    c. Generalizations
        1) What events led to _____?
        2) In what three ways do _____ resemble _____?
        3) How did _____ and _____ effect/cause _____?
    d. Values
        1) What is said about _____? Do you agree?
        2) What kind of a person was _____?
        3) What did _____ do that you wouldn't?

2. Translations

a. Tell me in your own words how _____.

b. What kind of a drawing could you make to illustrate _______?

c. How could we restate _____?

d. Could we make up a play to tell this story? How?

e. What does the writer mean by the phrase _____?

f. Write a story pretending you are _____.

3. Interpretation

a. Comparative

1) How is _____ like _____?

2) Is _____ the same as _____? Why not?

3) Which three _____ are most alike in _____?

4) Compare _____ with _____ in _____.

5) How does _____ today resemble ______ in _____?

b. Implications

1) What will _____ and _____ lead to?

2) What justification for _____ does the author give?

3) If _____ continues to _____, what is likely to happen?

4) What would happen if _____?

c. Inductive Thinking

1) What facts in the article tend to support the idea that _____?

        2) What is the author trying to tell you by _____?

        3) What does the behavior of _____ tell you about him?

        4) What events led to _____? Why?

    d. Quantitative

        1) How much has _____ increased?

        2) What conclusions can you draw from the table/graph on page _____?

        3) How many times did _____ do _____? Then what happened?

        4) How many causes of _____ can you list?

    e. Cause and Effect

        1) Why did the _______?

        2) How did the child make _____ happen?

        3) What two things led up to _____?

        4) When the girl _____, what had to happen?

        5) Why did _____ happen?

4. Application

    a. How can we show that we need _____?

    b. If we want to _____ in our classroom, what sort of plans will we need?

    c. John has been ill for several days. What could we do to help him when he returns?

5. Analysis

    a. Discuss the statement, _____.

b. Some people think that men can cook better than women. What do you think?

c. John was once bitten by a dog. Now John dislikes all dogs. Is he right or wrong in his feelings? Why?

6. Synthesis

a. What other titles could you think of for this story?

b. What other ending can you think of for this story?

c. If John had not _____, what might have happened?

d. Pretend you are a manufacturer of pencils who wishes to produce a much better pencil. Tell what you might do.

7. Evaluation

a. Did you enjoy the story of _____? For what reasons?

b. What do you think of _____ in this story? Do you approve of her actions?

c. In the textbook, the author tells us that _____ felt _____. Is this a fact or the author's opinion? How do you know?

d. Write a short story about your favorite person. Tell why this person is your favorite.

Guide for Handling Individual Differences of Students

Concrete and Manipulative Experiences	Academically Slow	Learning should be planned around simple, concrete situations related to immediate needs. Experiences in good living and opportunities to practice skills useful now and later should be provided.
	Academically Gifted	Learning based on theories should be used to accelerate learning. Much reference and resource material should be available. Direct and guided contact with the out-of-school environment is needed to keep "down to earth."
Abstract Reasoning	Academically Slow	Since comprehension comes slowly, there should be opportunity for learning one thing at a time and for practicing its application in a real-life setting.
	Academically Gifted	Opportunities should be provided to discover relationships among learnings and to draw conclusions.
Practice and Review	Academically Slow	There is need for much drill to fix learnings and insure habit

formation. Short assignments should be tied together with frequent reviews. Out-of-class school experiences are recommended as practice.

Academically Gifted

Opportunities for special interests and broad experiences should replace a large share of the drill and review of the usual curriculum.

Creativity

Academically Slow

Deficiency in this area makes assignments requiring creativity confusing. Correct language usage alone will not be beneficial because students often do not understand the words used.

Academically Gifted

Assignments that invite originality and encourage sensitivity to inner needs and problems should be provided. For these pupils the creative process is more important than the product.

Leadership

Academically Slow

Since cooperation is more essential to their success than for the average pupil, they need to be taught how to follow directions and recognize desirable leadership.

Academically Gifted

Experiences are needed that prepare

them socially, emotionally, and intellectually for recognizing and responding to opportunities for service.

Goals

Academically Slow

Considerable assistance is needed in setting immediate and tangible goals that contribute to developing skills and attitudes.

Academically Gifted

They should have a large share of responsibility in getting long range goals that require high ideals of performance and focus attention on next steps in progress.

Planning

Academically Slow

They need much help in formulating specific plans in sequential steps for carrying out activities.

Academically Gifted

Flexible methods should be used that permit students to plan their own activities and use initiative in devising attacks on problems.

Evaluation

Academically Slow

Emphasis should be placed upon recognizing progress and personal growth rather than arbitrary standards. Much assistance and encouragement are needed in helping them foresee ways out of failing situations.

Academically Gifted

Their superior judgment and power of self-criticism should be utilized in evaluating work. Comparison of accomplishment with their own past efforts should be encouraged.

Adapted from James Benis' Dissertation Home Experiences of Ninth and Tenth Grade Pupils of Varying Abilities. The Pennsylvania State University--1958.

Special Education Regional Resource Centers

Southeastern Ohio SERRC.--serving Athens, Gallia, Hocking, Jackson, Meigs, Monroe, Morgan, Perry, Vinton and Washington Counties:

IRC Coordinator
52 University Terrace
Athens, Ohio 45701
Call 1-614-593-3511 or 7817

West Central Special Education Center.--serving Auglaize, Allen, Champaign, Hardin, Logan, Mercer and Shelby Counties:

IRC Coordinator
104 N. Wood Street
Wapakoneta, Ohio 45895
Call 1-419-738-9224 or 9225

Hopewell Special Education Resource Center.--serving Clinton, Adams, Brown, Fayette and Highland Counties:

IRC Coordinator
133 Willow Street
Hillsboro, Ohio 45133
Call 1-513-393-1904

North Central Ohio Special Education Service Center.--serving Crawford, Ashland, Knox, Marion, Morrow, Richland and Wyandot Counties:

IRC Coordinator
791 Williamsburg Drive
Galion, Ohio 44833
Call 1-419-468-6447

Cuyahoga Special Education Service Center.--serving Cuyahoga County:

IRC Coordinator (East)
Rowland Elementary School
4300 Bayard Road
South Euclid, Ohio 44121
Call 1-216-382-9613

IRC Coordinator (West)
Brookpark Memorial Elementary School
16900 Holland Road
Brook Park, Ohio 44142
Call 1-216-433-1424

IRC Coordinator (Central)
Max S. Hayes Vocational High School
4600 Detroit Avenue
Cleveland, Ohio 44102
Call 1-216-961-0560

Central Ohio SERRC.--serving Franklin, Delaware, Fairfield, Licking, Madison, Pickaway and Union Counties:

IRC Coordinator
3850 Alum Creek Drive
Columbus, Ohio 43207
Call 1-614-497-2980

Southwestern Ohio SERRC.--serving Hamilton, Butler, Clermont and Warren Counties:

IRC Coordinator
3147 Clifton Avenue
Cincinnati, Ohio 45220
Call 1-513-861-4953 or 4954

East Shore Center.--serving Lake and Geauga Counties:

IRC Coordinator
9470 Mentor Avenue
Mentor, Ohio 44060
Call 1-216-354-2422

Pilasco-Ross Special Education Center.--serving Lawrence, Pike, Ross and Scioto Counties:

IRC Coordinator
Scudder Administrative Building
411 Court Street Call 1-614-354-4526 or 4527
Portsmouth, Ohio 45662

Northwestern SERRC.--serving Lucas, Defiance, Fulton, Hancock, Henry, Ottawa, Paulding, Putnam, Sandusky, Seneca, Van Wert, Williams and Wood Counties:

IRC Coordinator
Union School Building
10142 Dowling Road
Bowling Green, Ohio 43402
Call 1-419-833-6781

Media-Materials Services Consultant
Patterson Elementary School
3020 Marvin Avenue
Toledo, Ohio 43606
Call 1-419-535-7697

Northeast Ohio SERRC.--serving Mahoning, Ashtabula and Trumbull Counties:

IRC Coordinator
409 Harmon Avenue, N.W.
Warren, Ohio 44483
Call 1-216-395-0311

Miami Valley Regional Center for Handicapped.--serving Montgomery, Clark, Darke, Greene, Miami and Preble Counties:

IRC Coordinator
Wagner Building
1150 Beatrice Drive
Dayton, Ohio 45404
Call 1-513-236-9965

Lincoln Way Special Education Service Center.--serving Stark, Columbiana and Wayne Counties:

IRC Coordinator
1400 West Main Street
Louisville, Ohio 44641
Call 1-216-875-2527

Mid-Eastern Ohio SERRC.--serving Summit, Medina and Portage Counties:

IRC Coordinator
65 Steiner Avenue
Akron, Ohio 44301
Call 1-216-434-3481, 3482 or 3483

East Central Regional Resource Center.--serving Tuscarawas, Belmont, Carroll, Coshocton, Guernsey, Harrison, Holmes, Jefferson, Muskingum and Noble Counties:

IRC Coordinator
Tuscarawas County Board of Education
261 West High Avenue
New Philadelphia, Ohio 44663
Call 1-216-343-3355

Northern Ohio SERRC.--serving Lorain, Erie and Huron Counties:

IRC Coordinator
R.D. #1, Route 58, Box 286
Oberlin, Ohio 44074
Call 1-216-775-2786

General Resources

Access for All. Ohio Governor's Committee on Employment of the Handicapped, 4656 Heaton Road, Columbus, Ohio 43229.

"The Teaching Teen Reading Series-An Inservice Publication." Division of Educational Redesign and Renewal, The Ohio Department of Education, Columbus, Ohio

Cohen, Shirley. Special People. Prentice-Hall (1977).

Gordon, Sol. Living Fully: A Guide for Young People with a Handicap, Their Parents, Their Teachers and Professionals. Syracuse University Press (1976).

Cleary, Margaret. Please Know Me As I AM: A Guide to Helping Children Understand the Child with Special Needs. Available from ERIC, Washington, D.C. 20202.

Closer Look, National Information Center for the Handicapped, P.O. Box 1492, Washington, D.C. 20013 Call 1-202-833-4160.

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 20091 Call 1-800-336-3728

Audio-Visuals

"Walk in Another Pair of Shoes" Available in filmstrip or slide-tape. Explanation of the problems and feelings encountered by children with special needs. The emphasis is on how children can assist their school companions with needs. California Assn. for Neurologically Handicapped Children, P.O. Box 604, Los Angeles, CA 90053.

"Understanding Differences" Set of 4 filmstrips and 4 cassettes. Learning Tree Filmstrips, 934 Pearl Street, Box 1590, Dept. 500, Boulder, Colorado 80306.

Awareness Resources

Canfield, Jack; Wells, Harold C. *100 Ways to Enhance Self-Concept in the Classroom.* Englewood Cliffs: Prentice-Hall, Inc., 1976.

Casteel, J. Doyle; Stahl, Robert J. *Value Clarification in the Classroom: A Primer*. Santa Monica: Goodyear Publishing Co., 1975.

Harris, Sydney. *Winners and Losers*. Argus Communications 7440 Natchez Avenue, Niles, Illinois 60648 (Paperback).

Hawley, Robert C. and Hawley, Isable L. *Human Values in the Classroom: A Handbook for Teachers*. New York: Hart Publishing, 1975.

Howe, Leland W. and Howe, Mary Martha. *Personalizing Education: Value Clarification and Beyond*. New York: Hart Publishing, 1975.

Simon, Sidney B. and Clark, Jay: *Beginning Value Clarification: Strategies for the Classroom*. San Diego, Calif.: Pennant Press, 1975. (Paperback).

Annotated Bibliography With Handicapped Themes for Grades 8-12

Bradbury, Dianca. *Nancy and Her Johnny-O*. An adolescent girl and her family respond to five-year-old Johnny, who is mildly retarded, in different ways.

Browning, Elizabeth. *I Can't See What You're Saying*. The story describes the apathy and ignorance that children with special needs and their families must confront daily.

Butler, Beverly. *Gift of Gold*. A young girl is determined to prove she can succeed as a speech therapist despite her blindness.

Byars, Betsy. *Summer of the Swans*. A teenage girl gains new insight into herself and her family when her mentally retarded brother gets lost.

Campanella, Roy. *It's Good to Be Alive*. This autobiography tells of determination to lick paralysis and lead an active, exciting life.

Carol, Bill J. *Crazylegs Merrill*. The story of a lad who had had polio and his success with friends and football.

Carver, Sonora. *A Girl and Five Brave Horses*. A young lady is injured riding stunt horses and learns to ride again even though blind.

Danziger, Paula. *The Cat that Ate My Gymsuit*. When the unconventional English teacher who helped her conquer many of her feelings and insecurity is fired, a junior high student uses her new-found courage to campaign for the teacher's reinstatement.

Davidson, Mickie. *Helen Keller's Teacher*. Meet Annie Sullivan-the indomitable young woman who opened the door to life for Helen Keller who was deaf, mute, and blind.

DeGering, Etta. *Seeing Fingers: The Story of Louis Braille*. The unique, heartwarming biography of the remarkable ingenuity which led to the discovery of the Braille system.

Gelfand, Ravian and Patrerson, Letha. They Wouldn't Quit. Stories of successful adults who had special needs.

Gersten, Irene Fandel. Edicujerp, Prejudice: Either Way it Doesn't Make Sense. This discusses types of prejudice, their causes and effects.

Greenberg, Joanne. I Never Promised You a Rose Garden. Seldom has the strange and seductive world of insanity been charted more explicitly or beautifully.

Greenberg, Joanne. The Monday Voices. The story of the persons met in the work of a rehabilitation counselor.

Gould, Jean. A Good Fight. Franklin Delano Roosevelt's courageous fight is told.

Kellogg, Marjorie. Tell Me that You Love Me, Junie Moon. The story of three patients who met in a hospital and decided to live together.

Keyes, Daniel. Flowers for Algernon. The novel that the movie Charly was fashioned after. A retarded young man, as the result of medical intervention, becomes brilliant only to find that his cure is temporary.

Killilea, Marie. Karen. A mother tells how she and the whole family helped Karen, born with cerebral palsy, overcome her handicaps.

Kilmont, Jill. The Other Side of the Mountain. An autobiography by a competitive young skier who falls and breaks her back. The recovery and return to a productive life are made possible because of her friend's concern for the individual.

Koob, Theodore. Deep Search. A sixteen-year-old girl finds herself in the midst of her parent's disagreement about the future of her ten-year-old brother who is mentally retarded.

Krents, Harold. To Race the Wind. An autobiography by a blind student out on his own for the first time. The play and movie Butterflies are Free was based on the experiences of the author.

Luis, Earlene W. Wheels for Ginny's Chariot. The story of a teenage girl, paralyzed from the waist down, who attends a special school.

Neufeld, John. Lisa, Bright and Dark. The story of a sixteen-year-old girl and the help she receives to keep her emotions stable.

Neufeld, John. Touching. Harry Welsh, a 16-year-old "preppie" meets his new 16-year-old stepsister, Twinkles, and it shocks him; she suffers from cerebral palsy. Harry matures in getting to know her in this strong, sensitive story.

Putnam, Peter. Keep Your Head Up, Mr. Putnam. The story of a young man's comeback from near death and sudden blindness.

Robinson, Veronica. David in Silence. In the new town where his family has moved, David, who has been deaf since birth, finds himself disliked by the other children. At last, with the support of one friend, Michael, he is able to prove his worth as a person.

Rogers, Mary. Freaky Friday. A thirteen-year-old girl gains a much more sympathetic understanding of her relationship with her mother when she has to spend a day in her mother's body.

Storr, Catherine. Thursday. A fifteen-year-old girl tries to find a way of helping an emotionally troubled boy.

Ulrich, Sharon. Elizabeth. This contains a mother's articulate and perceptive account of raising a child who is blind.

Valens, Evan. Long Way Up. The biography of a great lady skier who was paralyzed from the waist down.

Vinson, Kathryn. Run With the Ring. The painful struggles of an intelligent boy to accept the limitations imposed by sudden blindness.

Waite, Helen. Valiant Companions. A story of Helen Keller and her "miracle work."

White, Robin. Be Not Afraid. The story a a tragically afflicted child and his courageous family.

Wilson, Dorothy. Handicap Race: The Inspiring Story of Roger Arnett. This is the story of courage in the face of pain, poverty and fear.